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ABSTRACT

The curriculum materials in this guide are drawn mainly from in-depth interviews with six persons, five of whom live in the Germantown or Logan sections of Philadelphia and all of whom represent some of the diverse cultural backgrounds found in these two neighborhoods. In addition to the stories of these six persons, six additional stories present the reactions of adult basic education and advanced English-as-a-second-language students who field tested the materials. The ethnic backgrounds of the story tellers include Jamaican, Philippine, Ukrainian, Angolan, Cambodian, and African-American. Stories were chosen from the interviews and student responses according to the extent to which they might identify themes or raise issues that would matter to adult learners. The materials are intended to give learners the opportunity to express their experiences, ideas, and opinions in both written and spoken form. Each story has an accompanying set of suggested language activities, such as phonics, vocabulary, comprehension, discussion, and so forth, and is intended to be self-contained. Materials are not intended to be used by learners independently but with a teacher in a group setting. Appendixes contain background materials. (KC)

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Urban Studies
and
Community Services Center
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Philadelphia, Pa. 19144

TELL ME ABOUT IT

Reading and Language Activities
around Multi-Cultural Issues
Based on an Oral History Approach

By

Azi Ellowitch, M.Ed.

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A Pictorial History of Black Americans
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INTRODUCTION

> If education is dialogical, it is clear that the role of the teacher is important, whatever the situation. As she/he dialogues with the (learners), she/he must draw their attention to points that are unclear or naive, always looking at them problematically. Why? How? Is it so? What relation is there between the statement you have just made and that of your companion? Is there a contradiction between them? Why? It can be said that such an approach needs time. That often there is "no time to lose". . . . (However), in the name of time which is not to be wasted, time is wasted.
>
> The role of the educator is not to "fill" the educatee with "knowledge." . . . It is rather to attempt to move towards a new way of thinking in both. . . The flow is in both directions.
>
> Paulo Friere,
> Education for Critical Consciousness*

Oral history, or any transcribed speech can provide adult educators with written language that is alive, that can be close to learners' experience and that lends itself to dialog and drama. It can also help broaden our intercultural understanding through authentic voices which represent a diverse range of ethnic backgrounds. These voices invite comment and further discussion in a way that is engaging, while not threatening. Using oral history also allows the learning process to integrate the various aspects of language; speaking, reading, writing, and listening.

* The Seabury Press, NY., 1973, pp. 124-5.

The curriculum material in Tell Me About It are drawn mainly from in-depth interviews with six individuals, five of whom live in the Germantown or Logan sections of Philadelphia and all of whom represent some of the diverse cultural backgrounds which have come to characterize these two neighborhoods. The six interviewed are: Ed Nakawatase (Na K Wa' t sā), Daria Chymych (Da' rē), Do Kim Oanh, (Dō Kim Wan), Mary Cousar (Kū sa'r), Maria Munoz (Mūn yōz), and Bo Lim (Bō Lim). Six additional stories are the reactions of ABE and advanced ESOL students who field-tested the materials. The ethnic backgrounds of these students range from Jamaican to Cambodian to Angolan to African-American. Their stories were either written, dictated or spoken by learners in class discussions that were tape-recorded and transcribed.

Stories were chosen from the interviews and student responses according to the extent to which they might identify themes or raise issues that would matter to adult learners; be they native speakers learning to read and write or speakers of other languages learning English. The materials are intended to give learners the opportunity to express their experiences, ideas, and opinions in both written and spoken form. Hopefully, the stories will encourage communication and self-reflection.

The stories are, of course, subjective, and not meant to be presented as objective truth. The purpose of the readings is not to give answers, but to raise questions. The stories can serve as jumping off points for further research. There is no reason why ABE students cannot follow up on these stories by doing interviews of their own as well as finding out about research services available in their public libraries. The appendices will provide a limited amount of information and some research leads.

Using the Materials

Each story and accompanying set of suggested language activities is intended to be completely self-contained. The sequence of stories is thereby flexible in order to meet the needs of the learning group using them.

The materials, including both the readings and the language activities ARE NOT TO BE USED by learners INDEPENDENTLY. All stories and activities should be read aloud, either by learners or facilitator, so that everyone is sure to understand and has the opportunity to participate in discussion. The stories and activities are intended to be used in a GROUP SETTING. Every part of every reading and set of language activities is intended to be discussed. There is no answer key for a reason: The teacher or facilitator should go over all language activities with learners, be co-investigators, participating in the process of interpreting what the "answers" should be. It is suggested in the language activities that learners "notice" "look at" "observe" "explore" "investigate" and "analyze" language patterns, whether phonics, spelling or grammar. At all times, learners should

be encouraged to acknowledge and use what they already know. That is why the brainstorming approach is recommended for possible use in any language activity, including brainstorming words that follow a particular phonetic pattern, brainstorming ideas about how to define a vocabulary word, and brainstorming grammatical patterns, such as verb forms.

Another reason for facilitators to participate in working on language activities is to make sure learners understand both the processes and the words they are working with. Learners should not divide into syllables or find the root words for words they don't know. The facilitator needs to stop periodically and ask if any of the words in an exercise is unfamiliar to anyone. The stories provide a context for learners to investigate the structures of words and sentences. This context should be used whenever possible.

The order in which language activities (ie. "Phonics" "Vocabulary" "Homonyms" "Comprehension" "Discussion/Writing", etc.) are done depends on the group. They can be done in any order; before, during, or after the reading. The intention is that troublesome words will be pulled out of the story, at some point, and demystified. Learners' responses can guide the lesson's focus.

In addition to the suggested pre-reading activities, most of the story titles lend themselves to discussion topics which can be used before reading the story to begin a lesson. A pre-reading discussion question may evoke a response from only one person. One is enough! Whoever responds then becomes, in a sense, the one who will introduce the story.

Familiarity through Repetition

These materials are not sequential according to level of difficulty. The readings do not go from easier to more difficult. Nor do the language activities. Rather than "covering" words or structures that learners are then expected to remember, words and skills are repeated in a variety of contexts. In this teaching style, learners need to understand that repetition does not mean going backward. I discuss it with learners and describe it as a growing familiarity, the way one becomes familiar with new friends or neighbors. At first meeting, the person seems strange. After the third time, she/he is less so, and by the twentieth time you have met, it seems as though you have always known this person. Familiarity with language can grow in a similar way.

A wonderful teacher, Yvette Walls, who assisted in field-testing these materials, said that when she discusses this process with her students, she uses the phrase "view, preview and review."

Similarly, vocabulary presented throughout the manual is not based on phonetic sequence, but rather on natural repetition in the language. Learners will find words like "community," "tradition," "discrimination," "culture" and "attitude" repeated throughout the stories. These are not

easy words. They are not words one would generally find in materials designed for a 0-4 reading level. But they are words which are usually in the speaking and listening vocabularies of native speakers and which will help ESOL students express concepts of importance.

In order for these words to become a part of learners' reading and possibly writing vocabularies, the words must be taken apart and analyzed. Different learners will respond to different ways of looking at a word. By presenting the word in a variety of ways, the teacher or facilitators can reach students whose learning styles and ways of responding to information may be widely divergent.

I am deeply indebted to the interviewees and project participants whose words constitute the text of this book. They are individuals whom I have come to admire and respect and who collectively have taught me a tremendous amount about others and about myself. I look forward to learning even more, through rereading, reflecting and continuing to share their stories. This indeed has been a project in which the learning has truly flowed "in both directions."

TABLE OF CONTENTS

	Page
Introduction	i
Chapter I: Uprooted	1
Chapter II: Uprooted Within the U.S.	38
Chapter III: Roots Survived: Roots Destroyed	55
Chapter IV: Attitudes	86
Chapter V: Making a Living	112
Chapter VI: Family and Community	126
Appendix	145

Chapter 1

Uprooted

STREETS PAVED WITH GOLD

While growing up in Jamaica,
I heard so much about America.
I thought the streets were paved with gold.
In the magazines,
I saw pictures of beautiful places.
I saw people talking to each other,
smiling and laughing.

When I came to America,
I was looking for <u>that</u> place,
and it wasn't there.
Whenever I would go out on the street,
I would say "good morning" or "good afternoon"
to people I would see.
They would look at me like I was crazy.
Then I found out that people don't speak
to one another here
unless they know the person.

When I write back home to my family or go home,
and I tell them what America is really like,
they don't believe me.
They say I don't want them to come.
I guess they must think that I want
this beautiful place
all to myself.

by Mildred Cross

RICH AND POOR

Before the first world war,
there was a very big difference
between rich and poor in our country.
The Ukraine was not industrial at that time.
The farmers were especially poor.

Even in my time, it was like slavery.
The people were attached to the land.
We had these wealthy landlords
who lived in France--mostly in Paris--and in Vienna.
They only came back once in a while.

In the Ukraine, the amount of land farmers had to work
would be divided among their children
as they reached adulthood.
So, over time, the land people had
became smaller and smaller.
People would almost starve
because they had no land to work on.

The families were large, extended families.
They included grandparents and even uncles and aunts.
So everything added to their misery.
That caused the massive immigration
of Western Ukrainians to coal mines in Pennsylvania
at the turn of the century.

from an interview
with Daria Chymych

THEY TOOK US AWAY

In the beginning of World War II,
the Germans seemed to be winning.
German soldiers took so much territory!
No one knew what would happen.

When the Germans occupied my country,
they took away all of us young people
to work in Germany. When they saw us on the street,
they took us and packed us on the train.
The Germans had forced
all their own young people into the military.
They needed workers.

So they took us--from Poland, from Belgium,
from all the countries they occupied--
to work in German factories.
They got their biggest labor force from the Ukraine.
I was living in a Polish city at the time, 1939.
They came out onto the main street
and people were told, "All young people here,
you all go on that train."

So we just went, with the clothes on our backs.
Many did not even know where the train was going.
We didn't have a chance to say good-bye
to our families. They didn't know
where we were, until we could write to them later.
And of course we couldn't work where we wanted.
We worked where they put us.

from an interview
with Daria Chymych

Daria Chymych, after World War II had ended, at a refugee came in Germany. "We waited in Germany for four years until we could come to the United States."

15

Daria, at her home in the Germantown section of Philadelphia. She is displaying cloth embroidered by hand in typical, traditional Ukrainian designs.

16

AS FAR AWAY AS POSSIBLE

I always wanted to live someplace far away
from my home in Colombia, South America.
I left home when I was 15.
I kept moving from one city to another.
I was trying to be as far away as possible
from my father, who was neglectful and cruel.
The United States was as far away as I could imagine.

When I was about 20 and working
as a nurse on private duty,
I got an offer to come and work in the United States.
I filled out all the papers, and in about six months,
everything was ready for me to leave.

I left by myself.
I had the name and address of the people
who would sponsor me, and they had a picture of me.
They had sent me a contract.
In it, they described the room I would have.
One thing in the description that impressed me a lot
was a beautiful tree that was next to my room.

I arrived at the airport.
They recognized me from the picture.
We met. They took me to their house.
I was looking for that tree.
But it was winter. All I could see were dry branches.
I spent a lonely night in a strange place.

from an interview
with Maria Muñoz

AFTER THE DEDUCTIONS

I lived and worked in the home
of the people who had sponsored me
and paid my way here from South America.

My work day started at 6:00 in the morning
and lasted until 9:00 at night.
I wouldn't have a break all day long.
I would only have a little bit of lunch.

I did all the cleaning in the house.
The washing included washing many things by hand.
I had to bathe the three children,
and wash the tub and shower every time it was used.

Every night, before I went to my room,
I was supposed to go down to the basement
and wash the soles of all the shoes
the family had worn during the day

At that time, I made about $80.00 a week.
The woman I worked for deducted all kinds of things
from my pay - money for my airplane ticket,
and for things that she had decided to buy me.
After all these deductions,
I would end up with $10 or $20 in my pocket.

from an interview
with Maria Muñoz

THEY ADVISED ME TO LEAVE

One day I went to a beauty parlor
with the woman I worked for.
I met someone who worked there from Santo Domingo.
Her name was Chris.

Chris took me to her apartment.
She and her cousin and I became friends.
I told them what it was like
where I was working.

Chris and her cousin thought I should leave there.
They told me that it sounded like
the people I worked for were crazy.
They said that if I didn't leave,
I was going to get sick.

They told me to come and live in their apartment.
They would help me get another job.
I was afraid.
I didn't know anyone in this country.
I didn't know anything.
I couldn't think.

I couldn't see things clearly.
I was very, very confused.
I said, "No. I don't think I can do that.
I'm afraid."

They could understand how I felt.
But they said that I shouldn't be afraid.
I had nothing to lose. They told me that
if I went and reported the people I worked for
to immigration, they were the ones
who would be in trouble,
because they were mistreating me.

from an interview
with Maria Muñoz

LIKE A DREAM

I had been in this country for two weeks
and it was my day off.
I set off to visit my girlfriend who lived in town.
To go from the house where I lived to town
should have taken 20 minutes.
I was lost for four nours.

I walked and walked.
I couldn't ask anyone for directions.
Even when people stopped to help,
I couldn't speak to them. I didn't know the language.
I hadn't eaten all day. It was 4:00 in the afternoon.
My shoes had no heels; my toes were blistered.

I finally got to town. I walked down the main street.
I was hungry and wanted to stop and eat somewhere.
But all the places were too crowded.
I was embarrassed to walk inside
when I didn't know how to ask for anything.

I had my friend's address written down
and finally someone showed me how to get there.
When I reached my girlfriend's apartment,
it was like I was dreaming.
I couldn't believe that I was listening to my language.
I was with people who understood me.
It was a dream.

from an interview
9 with Maria Muñoz

SHE MADE ME DISINFECT THE WHOLE ROOM

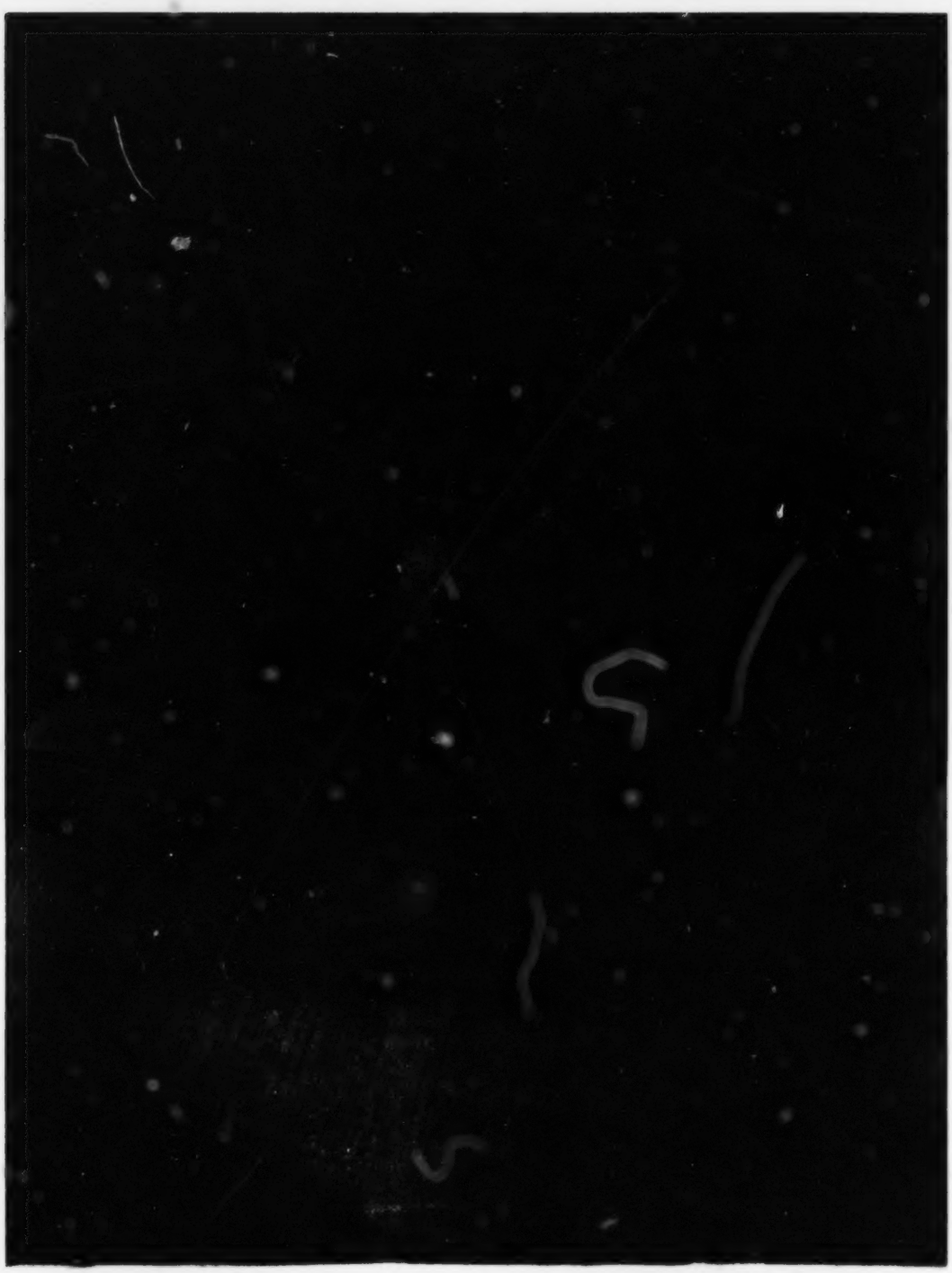
I told the woman I worked for
that I was leaving.
She asked, "Where are you going to stay?"
I said, "I'm going to stay with my friends."
She said, "Why should they help you?
They don't know you.
They only met you two weeks ago.
They don't know who you are."
I told her, "They offered me help.
You don't have to worry."

We discussed everything.
I said, "As long as I pay you
for the airplane ticket,
and you don't lose any money,
you have nothing else to worry about
concerning me."
The next day, she apologized
because she had treated me very badly.
She asked me to stay. I told her, "no,"
I was definitely leaving.

My friend had loaned me luggage for my clothes
and this woman would not let me
bring it into the house.
I had to leave the luggage in the garage,
get everything from my room,
and pack it in the garage.

Then she made me completely disinfect
the room where I had stayed.
from the baseboards to the frame of the bed.
Everything. Piece by piece,
everything was disinfected
as if I had a terrible disease.

from an interview
with Maria Muñoz



Maria Muñoz is shown here studying in her GED class in Logan.
She came to work in the U.S. in 1965, and says of her first job here,
"It lasted a month. Now it doesn't seem real. It seems like a nightmare."

ESCAPING FROM VIETNAM

I just got a letter from my sister.
She escaped from my country safely.
She went with her husband and her daughter.
I am very happy to know they are safe.

Leaving my country isn't easy.
I remember my escape last year.
It was dangerous.
I escaped by small boat.
There were sixty-five people in my boat;
old people, adults, and children.

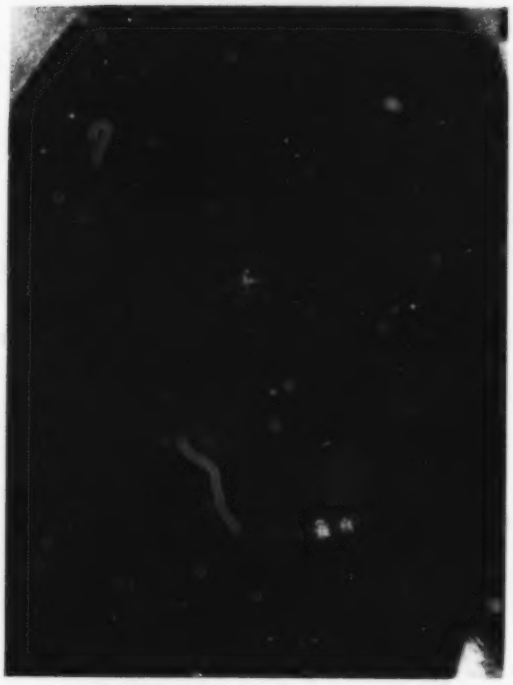
We spent five days on the ocean
without enough food or water.
My boat was like a small leaf in the river.
We were between life and death.
Now when I think of my escape,
I can't even believe that I dared to do it.

I paid a price in order to change my life.
But I am lucky. So is my sister.
A lot of people died escaping.
Others had accidents on the ocean.
Many were raided by pirates.

I often pray and thank God
for giving me life today.

by Do Kim Oanh

Can you imagine traveling on the ocean in a boat like this one?



Do Kim Oanh tells of her escape.

OANH'S ESCAPE

I left from a small town on the ocean. First, I had to get permission to go to the seashore. That was not hard for me, because I worked for the government teaching small children. After I got permission I had to prepare everything; clothes, food, and water.

At 4:00 p.m., I left Saigon City to go to the seashore town of Vung Tau. I got there about 7:30 and had dinner at a restaurant. Then I began taking people onto the boat. I took thirty people, one by one. It took about seven hours. I was the last person to get on the boat.

It was my aunt's boat. Her husband lived in America. She had a boat, but she didn't know how to get other people to go with her. She needed other people to help pay the expenses. I knew a lot of people who wanted to escape and they trusted me. I called them. They gave me money and I gave it to my aunt. That's why I had the responsibility of getting them to the boat safely.

A lot of people who live near the sea want to escape, but they have no money. They know which boats in the harbor will escape, and when. They wait until people get on the boat and, at the last minute, they will run and get on. That didn't happen to us because I paid a policeman for security. I also paid people who work for the government so they wouldn't catch us and send us to jail. They are people who need money, and we had

money, so they let us go.

Our boat was about 12 yards long and 2 yards wide. This boat had 65 people, little water, and sometimes no food. It was so crowded that all we could do was sit up. We could not lie down. We couldn't see anything but water all around us.

We had prepared food and water to last about four days. But we got lost one day and went the wrong way. The man who was captain of our boat had said he had experience, but he didn't. I noticed that he was reading the map incorrectly. The map was upside down. He was not able to read the compass, because in Vietnamese, "N" stands for "south," and he had an American compass.

We might have been finished if we had gone the wrong way again. Everyone was so worried. They were crying. Everyone felt overwhelmed. But I knew that there was nothing I could do but relax. I watched the sky. I watched the ocean. I watched the fish play near the boat. I didn't feel worried. At night, when I couldn't sleep, I'd look at the stars and then I would know that we were going in the right direction.

These small boats leaving Vietnam have faced many dangers. 90% of the boats on their way to Thailand are stopped by pirates. We went to Malaysia, and that route is safer.

But I knew it was dangerous. I accepted the risk.

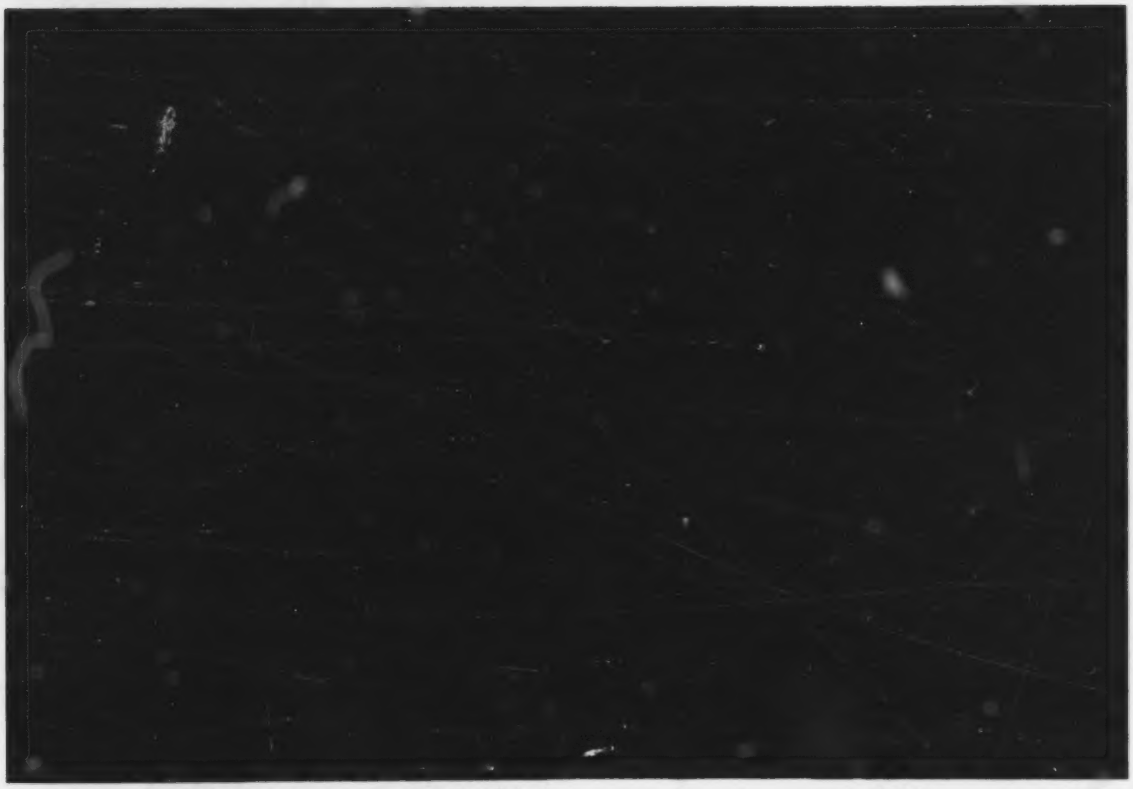
from an interview
with Do Kim Oanh

GETTING READY TO LIVE IN A NEW COUNTRY

When I went to high school,
I wanted to take French.
But my father insisted that I study English.
He said that English is used now
around the world.
He said I had to take English
and I obeyed him.
But I hated English.
I got bad grades.
I couldn't even answer my teacher
when she would ask me a simple question
like "What's your name?"

After I escaped from my country,
I lived in a refugee camp in Galang, Indonesia.
I then knew that English would be important to me
and I would have to study.
In the refugee camp, I worked at the hospital.
I tried to talk to Americans
and people from other countries in English.
I learned a lot from them.
I learned what I should do, for example,
when I meet someone on the street.
So now I feel comfortable when I go out.
When people say "Hello" to me,
I say "Good morning" to them.
That's why I don't feel so strange
in this country.

from an interview
with Do Kim Oanh



Young refugees study English, preparing for a new life

at a refugee camp in Thailand.

SOMETIMES I THINK IT WOULD BE BETTER IF I DIDN'T KNOW ANY ENGLISH AT ALL

"Adrian is a small town. . . The people here are very kind and helpful. I am sponsored by a church committee. They gave us clothes, kitchen utilities, etc. . . and $300 to each of us.

Unfortunately, because I can speak English, they only visited us in the first few weeks. After that, I stand on my own two feet. Sometimes I think that it would be better if I didn't know any English at all. The families who can't speak English are taken very good care of by their sponsors. . . Sometimes I feel a little sad because. . . I don't have a direct sponsor. . . " *

This is from a letter written on April 26,1982 by a Vietnamese man, age 30, married. He lives in Adrian, Michigan. He used to be a translator. He later got a job as a cabinet maker and enrolled in a university.

*Source: Writing Back: Letters from Indochinese Refugees in the U.S., by Tom Riddle; ed. by Fred Ligon, the Experiment in International Living and World Education, 1985. The contents of this book were developed under an agreement with the Department of State, Bureau for Refugee Programs. However, these contents do not represent the policy of that agency nor are they endorsed by the Federal Government.

ADVICE FOR LIVING WITH AMERICAN SPONSORS

"When you live with the American sponsor there are some things that you should pay attention to:

-You should limit your speaking Vietnamese with each other when facing the Americans because they might think you are speaking ill of them.

-You absolutely should not take anything without asking them. We heard that a Vietnamese family was driven out after one week because one of them stole $10 that the Americans had put on their bed on purpose.

-You should help them do the daily chores such as cooking, washing dishes, etc...You should not feel sorry for yourself or ashamed when doing these chores because we must show that we are helpful; then they will be kind and help us in our daily lives, with money, and in finding a job, etc.

-You should always say, 'Thank you,' even for little things. You must keep in mind the favor which you have received from them, and you must render thanks to them by anyway you can whenever you can.

-You should digest an insult and avoid being at variance with them because when we ask for welfare...or apply for a job, etc., we will be asked for our sponsor's reference.

-You should usually not cook with fish sauce. Most Americans can't stand the smell. Also, don't make too much noise, let the baby cry too loudly, or quarrel, etc.

-Don't waste electricity or water. Plus, you should not often call long distance. After all, we must respect other people's freedom, property, and money.

-Don't throw garbage and flick cigarette ashes out carelessly; every room should have a waste basket.

-Whenever we want to use anything we must ask them and then return it to its exact position.

-You should go to bed early--at 10 p.m.--and get up at 7 a.m. for working. Also, try to avoid sleeping in the daytime, because if you sleep in the middle of the day the sponsor will think that you are lazy, that you only like to eat and sleep, that you won't help them, and that you will feed on society, etc. And in the end they will dislike you.

Here we have done these things correctly, so that now we are still on such friendly terms with our sponsor that it is as if we are their relatives. About 50% of all refugees do not get along well with their sponsors because they don't know how to behave, they are too proud, or because of misunderstandings that in many cases are caused by their knowing only a little English.

All of these things are the lessons that we have learned in living with the American sponsors as well as other American people. I have written to you from the bottom of my heart to advise you. You should keep these things in mind and practice them in your daily activities in order to avoid disagreements with the sponsor and anyone whom we ask for help."

Vietnamese man
(Washington, D.C.):
in the U.S.A. for
less than one year.
February 1, 1982

Source: Writing Back: Letters from Indochinese Refugees in the U.S., by Tom Riddle, edited by Fred Ligon, the Consortium, 1985.

THE LATEST WAVE OF KOREAN IMMIGRATION, Part I

In the early 1970's, when the United States was involved in the Vietnam War, the U.S. and South Korean presidents had a summit meeting. South Korean President Park* needed modern weapons to defend his country. President Nixon needed soldiers to fight in Vietnam. President Park said, "You helped us in 1951, during our civil war. Many U.S. soldiers died to help us. This time, we will help the U.S. soldiers and go to Vietnam." So many young Korean soldiers went to Vietnam, and died. Almost as many Koreans as Americans died in that war.

In return, President Nixon gave a lot of money to the South Korean government. He sent missiles, airplanes, and dollars to help South Korea be strong, so the government could defend itself against the communists in North Korea, China, or Russia.

Also, because of the Vietnam War, the U.S. had a shortage of medical professionals. So South Korean doctors, nurses, and pharmacists were invited to come to the United States. They did not come here as refugees. They came to this country as professionals. Later, they sponsored their relatives to come and join them. My wife came to the United States around that period of time to work as a nurse, and she sponsored me.

from an interview
with Bo Lim

*President Park was assassinated in Korea several years later.

THE LATEST WAVE OF KOREAN IMMIGRATION, Part II

Many of the South Korean medical professionals who immigrated to the United States in the 1970's brought their wives and husbands to join them. The husbands and wives, in turn, sponsored their relatives to come and live in the United States.

Legally, they didn't have any problem. The Civil Rights Act, passed by the U.S. Congress in the 1960's, also changed immigration and citizenship laws. The country opened its doors to non-whites. The laws were also designed to keep families together.

Many of these family members were very highly educated. But, because of their poor English language skills, they couldn't get professional jobs. They had thought that America would be a paradise. They had not expected to have to work as laborers or factory workers. But then reality hit. They had to support themselves and their families. They went to work as laborers. And they opened small businesses. What option did they have? You will find that probably 90% of the Korean grocery store owners have four years of college.

from an interview
with Bo Lim

Bo Hyun Lim is an agent for the Prudential Life Insurance Company and president of the Korean Business Association. Here he is shown at his office in Logan, a multi-ethnic community in Philadelphia.

EARLY IMMIGRANTS

The previous stories are part of a long history of peoples who immigrated to America. Between 1820 and 1920, 35 million people came to live in the United States. It is the largest human migration in recorded history. Over 23 million people were from Great Britan, Scandinavia, Germany, and Eastern Europe. From 1900 until the outbreak of World War I, in 1914, immigrants came to the U.S. at the rate of a million each year. In 1910, 75% of the people who lived in New York, Chicago, Cleveland, Detroit, and Boston were first and second generation immigrants.*

VOCABULARY: Discuss the following words and phrases:

1. migration
2. immigration
3. World War I
4. recorded history
5. first generation/second generation
6. Eastern Europe

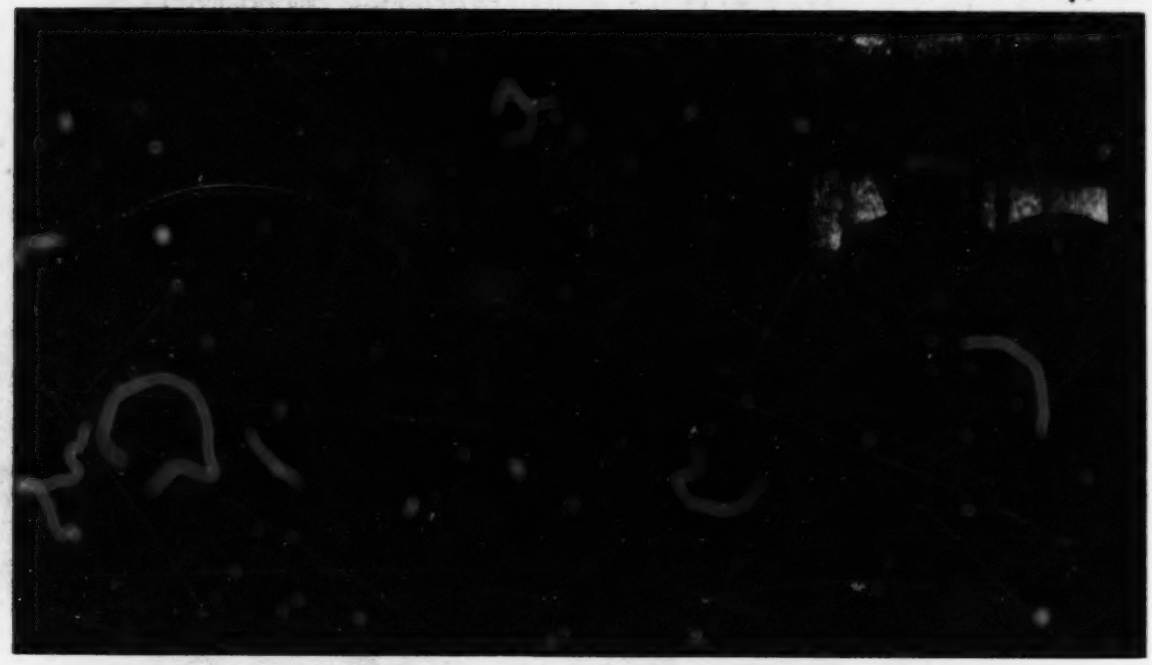
WHAT DO YOU THINK?

1. Look at the photographs on the opposite page. How are they similar? How are they different?
2. What are some similarities and differences among more recent groups who have immigrated to the U.S.?
3. If you wanted to know more about the history of immigration to the U.S., how could you find out?
4. Have you, or has anyone you know, come to live here from another country? What are some of the reasons why people have come to live here?
5. Is there anyone you could interview who is a first or second generation immigrant? What questions would you ask them?

* Maldwyn A. Jones, Destination America, Holt, Rinehart and Winston, N.Y., 1976, pp. 11-13.

On the ferry to Ellis Island, c. 1900

An Italian mother and children,
East Side of New York City, c. 1910



A Dutch family at Ellis Island, c. 1908

STREETS PAVED WITH GOLD, Suggested Language Activities

Pre-reading:
1. What do you think that people who come to America think it will be like?
2. Find Jamaica on the map.

Phonics:
A. Which letter(s) in the following words make the ē sound?
   1. magazine
   2. really
   3. people
   4. see
   5. speak
   6. here
   7. family
   8. believe
B. What other words can you think of that end in -ture as in the word PICTURE?
C. Divide the words into syllables. Notice how each syllable is spelled.
   1. America
   2. crazy
   3. afternoon
   4. picture
   5. magazine
   6. beautiful
   7. about
   8. myself
D. Practice saying each of the following words. Notice the two consonants at the end of each one. Think of other words that end the same way.
   1. born
   2. heard
   3. must
   4. gold
   5. found
   6. want
   7. think
   8. myself

Spelling:
A. Find the root words. What happens to the spelling when the ending is added?
   1. growing
   2. paved
   3. smiling
   4. beautiful
B. Notice the spelling of these words. What is it that makes each one challenging?
   1. when
   2. while
   3. talk
   4. laugh
   5. write
   6. beauty

Verbs: Write the present form of each of these verbs in the past.
   1. heard
   2. thought
   3. saw
   4. came
   5. was

Sentence Structure: Notice how each of the following words is used in the reading. Use each one in a sentence of your own.
   1. while
   2. when
   3. whenever
   4. unless

Comprehension/Discussion/Writing:
1. What was Mildred's idea of what America would be like? How was what she found different?
2. Have you ever gone somewhere and been surprised that it was not as you had expected? Tell about it.
3. What do you think about the fact that people in America don't greet each other in public unless they are already acquainted?
4. Why do you think her family doesn't believe Mildred's description of America?

RICH AND POOR, Suggested Language Activities

Pre-reading: Find on the map: France, Paris, Vienna
the Ukraine, the western Ukraine
Define: World War I
the turn of the century.

Vocabulary: Find the root words and identify the ending for these words. Go over the definitions, too.

1. difference
2. industrial
3. especially
4. slavery
5. attached
6. wealthy
7. adulthood
8. included
9. massive
10. immigration

Phonics: Analyze the various patterns of vowels coming in front of "R" as in:

before	slavery	were	western
difference	smaller	turn	century
poor	starve	farmer	misery
landlord	work		

Look for more examples of each of the following sounds:

or	ar	er, ur
landlord	farmer	over, turn

Idiom: How often is "once in a while"? What are some expressions you know that say something about time?

Writing Sentences: Make some sentences using "was" and "were" such as:
- "The Ukraine was not industrial."
- "The farmers were poor."
- "The families were large."

Discussion/Writing:

1. When Daria says that "it was like slavery" for farmers in the Ukraine, what do you think she means?

2. Pretend you are the child of a farmer in the Ukraine before the First World War. Write a letter to a cousin in the U.S. describing your life.

3. Daria Chymych says, ". . . there was a very big difference between rich and poor in our country" (the Ukraine). What are some of the reasons that accounted for these differences?

4. Daria Chymych talks about the situation in the Ukraine causing massive immigration to Pennsylvania. Why did you or your family leave where you were living to come here? How does it compare with Daria's story?

THEY TOOK US AWAY, Suggested Language Activities

Pre-reading: Discuss background of WWII
Who were enemies? Who were allies?
What was the aim of the German government and its army?
Locate Germany, Poland, and Belgium on a map.

Do you know what other countries were occupied? Can you locate them?

Spelling: Find the root words for the words below.
How do the words change when the endings are added?
Add to each list.

A.
1. beginning
2. winning
3. biggest

B.
1. occupied
2. countries
3. factories
4. families

Writing with contractions: Write sentences of your own, using the contractions you see here:

1. We didn't have a chance to say goodbye.
2. They didn't even know where we were.
3. We couldn't work where we wanted.

Comprehension:

1. How were the young Ukranians taken to work in Germany?
2. Why were they taken?

Discussion/Writing:

1. If you could interview Daria Chymych about this reading what 5 questions would you ask her?
2. Make believe it is 1939 and you have been forced to leave your home to work in a German Factory. Write a letter to your family explaining where you are: What life is like for you?
3. If you wanted to know more about life in countries occupied by Germany during WWII how would you find out?

AS FAR AWAY AS POSSIBLE, Suggested Language Activities

Pre-reading:

1. Find Colombia on the map. Discuss differences in language, customs, and climate between Colombia and the U.S.

2. Discuss the concept of "sponsoring."

Spelling: Look at the spelling for each of the following words. What other words have similar spelling patterns?

cruel (like fuel)
private (like chocolate)
Strange (like change)
picture (like adventure)

Phonics: First read the two letters that make the short vowel sound. Then read the word. Look for how the words are similar and how they are different.

1. ac--constract
2. ec--neglect
3. en--spent
4. an--branch
5. in--winter
6. en--sent

Verbs: Each of the verbs is in the past. Write the present form for each one.

left_____

kept_____

met_____

Vocabulary: Explore all the related words you can make from the following by adding or changing endings or beginnings.

1. possible
2. imagine
3. describe
4. impress
5. recognize
6. lonely

Compound words. Find three.

Comprehension:

1. Why did Maria want to get as far away as possible?
2. How did the people recognize her at the airport?
3. What had happened to the tree she expected to see?
4. How did she feel upon her arrival?

Discussion/Writing:

1. What do you think about the risk Maria took? What do you think you would have done?
2. Pretend you are Maria writing in your diary. Tell how it felt to leave by yourself and come to a strange country.
3. How do Maria's reasons for leaving her country compare to others you have read about in this book?
4. Have you ever travelled to a strange place? Do you remember how you felt on your first night?

AFTER THE DEDUCTIONS, Suggested Language Activities

Pre-reading: Have you ever felt underpaid for work that you did?
How did it make you feel?

Phonics: A). Break the words into syllables:

1. sponsor
2. include
3. suppose
4. basement
5. deduct
6. decide

B). What do the words have in common?
What other words follow this pattern?

ticket pocket

C). Analyze the 3 sounds (ed, 'd, 't) made by the -ed ending.
Say these words:

started lasted included deducted decided

say these words:

lived, sponsored, supposed, used.

say the word: worked

Verbs: In each of the following sentences, these are two verbs: one in the past and one indicating action that had happened even before the past. Find the two verbs in each sentence. Write a sentence with two verbs in this same pattern.

1. I worked for the people who had sponsored me.
2. I washed the shoes that the family had worn during the day.
3. She deducted for things that she had decided to buy me.

Comprehension:

1. How many hours each day did Maria work?
2. What were some of her duties?
3. What expenses were deducted for Maria's pay?

Discussion:

1. Have you ever been in a situation in which you were treated badly?
   . What did you do?
   What would you do if you were in a situation like this?
2. If you could speak to the woman Maria looked for, what 5 questions would you ask her?
3. What do you think of Maria's boss? Why?

THEY ADVISED ME TO LEAVE, Suggested Language Activities

Pre-reading: Has anyone ever adivsed you to leave a situation? Explain.

Vocabulary: Compare the words ADVICE/ADVISE
How are they similar/different?

Phonics:

A. Find the schwa sound in the following words. Identify the letters that make this sound.

1. woman	5. immigration	9. cousin
2. confuse	6. afraid	10. apartment
3. another	7. nothing	11. from
4. country	8. was	12. trouble

B. How are the words SAID and AFRAID similar/different?

C. How does the ED sound in: WORKED / CONFUSED / SOUNDED
Can you think of any other examples for each "ED" sound?

D. Divide the words into syllables. Notice the sound and spelling in each syllable. Look for root words. Discuss definitions for the words wherever necessary.

1. apartment	4. understand	7. immigration
2. clearly	5. afraid	8. mistreating
3. beauty	6. reported	

Idioms and Expressions:

1. What's a "beauty parlor"? What else can this type of place be called?
2. What does it mean to be "in trouble"?

Verbs: Find verbs from this story in the past. Identify the present form for each one.

Comprehension:

1. How did Maria meet Chris?
2. What advice did Maria and her cousin give to Maria? Why?

Discussion/Writing:

1. Have you ever been in a bad situation that was hard to leave? Explain.
2. Have you ever given advice to someone who was in a bad situation?
3. Why do you think Maria was confused and afraid?

Role-play suggestions:

1. Chris and her cousin advising Maria.
2. Use a situation discussed above by you or someone in the class to create a role play about giving advice.

LIKE A DREAM, Suggested Language Activities

Pre-reading: Have you ever gotten lost in a strange place?
What happened?

Verbs: Find the root word for each of the following:

1. taken
2. eaten
3. blistered
4. written
5. understood

Phonics:

A. Break the words into each syllables. Analyze the sounds made by each syllable:

1. direction
2. afternoon
3. address
4. embarrass
5. inside
6. apartment

B. What other words end like language?

C. Find words from the reading that have the long E sound.

Comprehension:

1. What made it especially difficult for Maria to be lost?
2. Why didn't she want to stop to get something to eat?
3. How did she finally find her friend?
   How did she feel when she did?

Discussion/Writing:

1. Brainstorm words that describe how you think Maria felt when she was lost.
2. Have you ever had an experience like this? What was it like?
   Write a paragraph, using words from the brainstormed list.
3. Brainstorm words that describe how she she felt when she found her friend.
   Write a paragraph about a time when you felt that way.

SHE MADE ME DISINFECT, Suggested Language Activities

Pre-reading: Have you ever left a bad situation? How did it make you feel?

Vocals: A. Find the root words and definitions using your own words.

1. apologized 2. definitely 3. disinfect

B. what does it mean? baseboard

Phonics: A. Read the nonsense syllable. Then read the word.

as - ask ad - bad, had
el - help ug - luggage
ex - next in; ec - infect

B. Break the words into syllables:

1. offer 3. concern 5. terrible
2. discuss 4. complete 6. disease

Comprehension:

1. Why did Maria's boss question her about where she was going to stay?
2. What was their discussion the day after Maria told her she was leaving?
3. What problem did Maria have packing?
4. What did the woman Maria worked for make her do before she left?

Discussion/Writing:

1. How did the woman treat Maria? (Brainstorm words and phrases.)
2. Have you ever been in a situation where people helped you out?
3. Have you ever helped out anyone else who was in trouble?

ESCAPING FROM VIETNAM, Suggested Language Activities

Pre-reading: Brainstorm words that you associate with "escape."

Phonics: A. What do the following words have in common?

1. save	4. danger	7. raid
2. escape	5. paid	8. pray
3. days	6. change	9. today

B. What other words can you think of that have the vowel sound you hear in the words DAUGHTER and BECAUSE?

C. Break the words into syllables:

1. letter	4. safely	7. remember
2. sister	5. husband	8. sixty
3. escape	6. happy	9. accident

D. Look at the following words for unexpected spelling patterns. Look for silent letters. Think of other words that have similar spelling patterns.

1. country	3. enough	5. believe
2. know	4. ocean	6. often

Vocabulary: A. Find root words for the following:

1. dangerous	3. sixty
2. safely	4. lucky

B. Think of other words that end in:
-ous -ly -ty -y

Writing Sentences: Write a sentence that begins with the phrase, "I can't believe . . . ."

Verbs: Find two verbs in the present.
Find two verbs in the past.
How can there be both present and past in the same story?

Comprehension:

1. How did Oanh escape from Vietnam?

2. What were some of the possible dangers she faced in escaping?

3. How does Oanh feel now about her escape?

Discussion/Writing:

Have you ever paid a price in order to change your life?

OANH'S ESCAPE, Suggested Language Activities

Pre-reading: Go over the following words.

1. expenses
2. permission
3. situation
4. overwhelmed
5. crowded
6. captain
7. compass
8. relax
9. risk

Vocabulary: Find the root words and identify the endings for the following words. Make sure you know what each word means.

1. security
2. preparation
3. responsibility
4. worried
5. government
6. dangerous
7. safely
8. incorrectly
9. direction

Spelling: Notice the spelling for the following challenging words:
1. restaurant 2. enough 3. notice 4. crowded

Homonyms: ACCEPT / EXCEPT
How are the words similar? How are they different?

Comprehension:

1. Why was Oanh able to get permission to go to the seashore?
2. About what time did Oanh get on the boat?
3. Why did the policeman and government officials help them leave?
4. How did they get lost? How did Oanh figure out that they were going the wrong way?
5. How did most of the people on the boat react?
6. How did Oanh react?

Discussion/Writing:

1. If you could interview Oanh, what five questions would you ask?
2. Do all the Vietnamese living in Vietnam now want to leave?
3. Tell your story of how you or your family left a place where you once lived to come to the place where you live now.
4. Tell about a change you have made in your life.

GETTING READY, Suggested Language Activities

Pre-reading: Have you ever prepared yourself for a change in your life? What steps did you take?

Vocabulary: Find the following words in the story. Guess the meaning of each. Make new words by adding or changing beginnings or endings to the root words.

1. Insist 2. Comfortable

Phonics:

A. What do the following words have in common? Break them into syllables. Add to list.

1. simple 2. people 3. example

B. Notice the sound the letter "a" makes in the following words. What is the symbol used in the dictionary for this sound? How can this be confusing?

1. popular 3. America 5. hospital
2. around 4. important 6. comfortable

C. Break the following words into syllables. Analyze the sound/spelling patterns.

1. country 3. question 5. refugee
2. escaped 4. English 6. obey

What is the place that goes with each of the following words?

1. French 3. American 5. Indonesian
2. English 4. refugee

Comprehension:

1. What steps did Oanh take to prepare herself for life in America?
2. Why did Oanh take English in high school? Why did she get bad grades?
3. Why did she learn English better at the refugee camp?

Discussion/Writing:

1. In what situations do you find learning to be better for you?
2. What kind of things make you feel strange in a new place? What can you do to feel more comfortable?
3. Discuss your own experience preparing yourself for a change.

SOMETIMES I THINK IT WOULD BE BETTER

Vocabulary:

A. What does it mean?

1. committee 3. direct 5. university
2. utilities 4. cabinet maker

B. Find root words and definitions for:

1. helpful 3. translator
2. unfortunately 4. enrolled

What do you think?

1. Have you ever been in a situation in which you feel you would have benefitted from knowing or having less? Tell/write about it.
2. What do you think were the advantages and disadvantages to this Vietnamese man who knew English in his situation?

ADVICE FOR LIVING WITH AMERICAN SPONSORS, Suggested Language Activities

Pre-reading: What advice do you think a Vietnamese man who has been in the U.S. for some months would give to his friends and family who have not yet arrived about how to get along with Americans?

Vocabulary:

A. What do each of the following words mean? Find each one in the story to help you define it.

1. absolutely	4. quarrel	7. position	10. practice
2. chore	5. property	8. avoid	11. respect
3. ashamed	6. exact	9. society	

B. For each word below, find the root word and related words. Look at how the words are used to help understand what they mean.

1. helpful	7. relatives	13. correctly
2. daily	8. loudly	14. friendly
3. apply	9. electricity	15. behave
4. reference	10. respect	16. misunderstandings
5. usually	11. carelessly	17. activities
6. freedom	12. dislike	18. disagreements

C. What is similar and different about the words
ADVICE / ADVISE

Spelling:

1. Can you think of any other words that have a silent "t" as in "OFTEN"?
2. Think of other words that end like: a) garbage b) ashes c) basket d) receive

Idioms and Expressions:

A. Look for the following expressions in the reading to help you define them.

1. pay attention	4. render thanks
2. driven out	5. at variance
3. on purpose	6. from the bottom of my heart

B. How is the word "flick" used? How else can this word be used?

Comprehension:

1. What are some of the things the author of this letter advises his friends and family in SE Asia about how to live with Americans?
2. Why does he advise people who come here not to sleep during the day?
3. About how many refugees don't get along with their American sponsors?

Discussion/Writing:

1. What do you think about this advice? Which past did you find most striking?
2. Have you ever been "tested" as the Vietnamese family was when they took money that had been "put on their bed on purpose"?
3. What does he mean by "digest an insult"? Have you ever done this? Why? How did it make you feel?
4. Do you agree with the advice this man offers about what food to cook or not to cook? Why?
5. Why might people from another culture sleep during the day?
6. What advice would you give to refugees about living with American sponsors?

THE LATEST WAVE OF KOREAN IMMIGRATION, Parts I & II
Suggested Language Activities

Pre-reading: Discuss the following terms:

1. Korean War
2. civil war
3. sponsor
4. Vietnam War
5. Civil Rights Act
6. summit meeting
7. U.S. Congress
8. immigration & citizenship laws

Find Korea, China, and Vietnam on the map.

Vocabulary:

A. Find root words and as many related words as you can for each of the words below. How does this process help you understand what the words mean?

1. government
2. communist
3. shortage
4. medical
5. professional
6. immigrate
7. relatives
8. citizenship
9. educated
10. pharmacist
11. reality
12. legally
13. laborer
14. owner

B. What does it mean? (How does the context help you understand the words?)

1. missile
2. option

Phonics:

A. Break the words into syllables. Notice the sound and spelling in each syllable. Discuss definitions whenever necessary.

1. involve
2. modern
3. defend
4. return
5. invite
6. problem
7. expect
8. support
9. paradise
10. member
11. English
12. grocery
13. labor
14. college

B. Notice the challenging spelling patterns:

1. weapon
2. period
3. brought
4. design

Comprehension:

1. Who participated in the summit meeting that Bo Lim mentions?
2. Why did the South Korean government want to help the U.S. in Vietnam?
3. Bo Lim's wife came to the U.S. as a member of what profession?
4. How did the immigration and citizenship laws change in the 1960's? Why did they change?
5. According to Bo Lim, what kind of background did most Koreans have who immigrated to the U.S.
6. Retell Bo Lim's explanation of the latest wave of Korean immigration.

Discussion/Writing:

1. If you could talk to Bo Lim, what five questions would you ask him?
2. What is the difference between an "immigrant" and a "refugee"?
3. How did the civil rights movement influence immigration?
4. If you wanted to know more about immigration laws, how could you find out?

Chapter 2

Uprooted: from within the U.S.

UNCOMFORTABLE

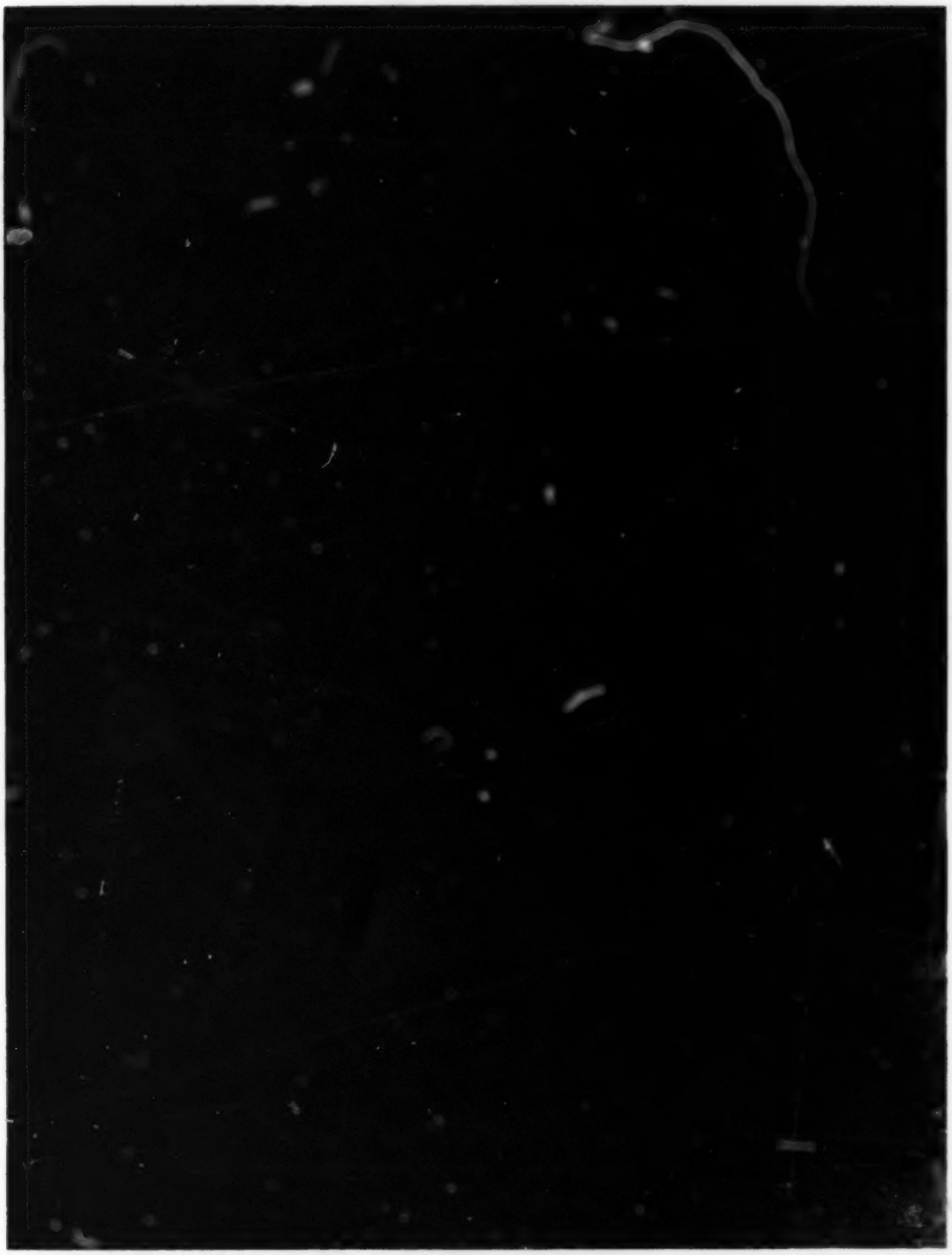
What I see some Southeast Asians going through
reminds me of what Blacks went through
when they came up from the South.
They came in droves, and didn't know
how to live in the North.

For example, where I grew up in the South,
there wasn't ever trash on the street.
Trash was picked up once a week,
but I don't ever remember trash
blowing all over the street.

People just didn't throw out paper,
and there weren't so many paper products.
People threw garbage in their yards
and their yards never smelled
because roaming farm animals ate what was there.
When I came to Philadelphia, I was really thrown
by all the trash on the sidewalk.

And there would be all these people
sitting on the steps of my aunt's building.
I felt uncomfortable walking past them
to go up the steps
and into the apartment building.

from an interview
with Mary Cousar



Cambodian children play on the sidewalk of a busy street in Philadelphia, where their mothers work as sewing machine operators.

SLUM CONDITIONS

It's a culture shock
for any group of people
new to the city,
living in slum conditions.

The buildings are falling down.
The hallways don't have lights.
Urban landlords
often just want their money.

They take advantage of newcomers
who don't know their rights.
The landlords do this
by not keeping their apartments
up to code.

A fast turnover of tenants
makes it easier
for the "slumlords" to do this.

from an interview
with Mary Cousar

FORCING PEOPLE TO MOVE

I first came to Philadelphia from the South
in the 1950's.
I was sixteen and I came for the summer
to stay with my aunt.
She lived in North Philadelphia,
near where Temple University is now.
The neighborhood was just changing over.
In the building where my aunt lived,
there was a white family on the first floor
and a white family on the second floor.
She lived on the third floor.
The landlord tried to get the white people to move,
and neither family would move.
The landlords could get more rent
from poor Blacks coming up from the South
who rented those apartments.
So the landlords would try to scare people and say,
"Blacks are moving into the neighborhood
and you should move."
That was how it was done at that time.
Many people just moved.

from an interview
with Mary Cousar

JAPANESE-AMERICAN INTERNMENT

I was born in Arizona
in the largest of the ten internment camps
that were established for Japanese-Americans
during World War II.

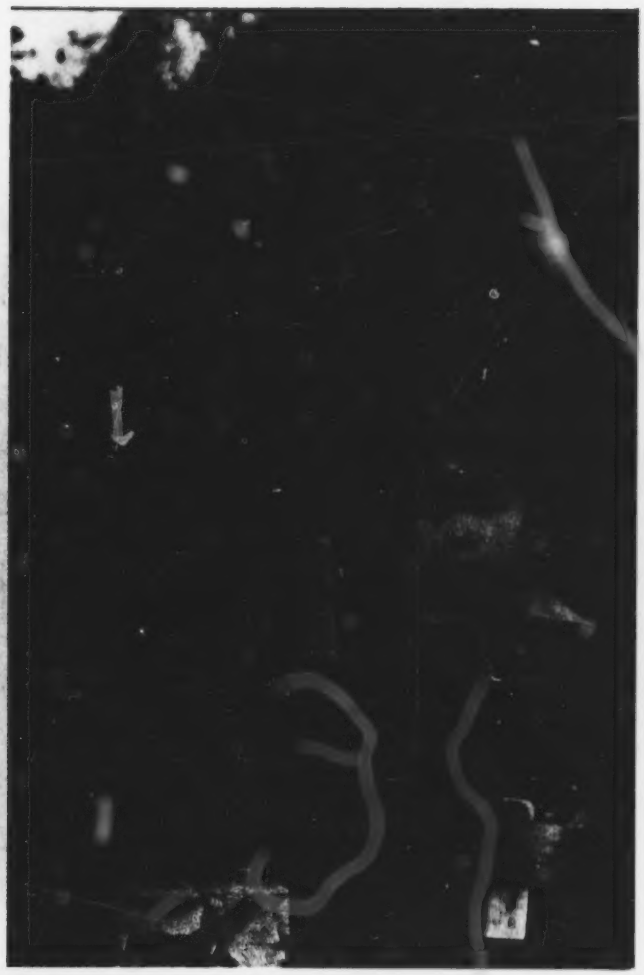
Japanese-Americans were evacuated from their homes.
First, they were put into temporary settlements
in places like the racetrack or fairground.
Families lived there for three or four months
while the camps were being built.
There were internment camps
in California and Colorado; as far east
as Arkansas; as far north as Wyoming.

When the war came and evacuation took place,
many things happened.
Land was lost or taken.
People took some things with them
but it was, of course, impossible
for them to take farmland or tractors.

When you are in a situation like that,
you don't have many rights.
You have to sell things.
You are in a weak position,
and people can take advantage of you.

There were some sympathetic whites
who held land for people.
But that was unusual.
For the most part, after internment,
Japanese-Americans had no livelihood
and nowhere to live.

from an interview
with Ed Nakawatase



Use the photographs to retell Ed's story, explaining what happened to Japanese-Americans during World War II?

Poll Indicates Californians Seek To Eject All Japs

LOS ANGELES, Dec. 6 (U.P.) —By a 14 to 1 ratio, Southern Californians in a poll conducted by the Los Angeles Times, today favored deportation of all Japanese from the United States and a ban upon further Nipponese immigration.

Yuma Sun and Sentinel, Dec, 6, 1943.

U.S. Japs in Italy Hailed as Heroes

ROME, July 1. — (UP) — American soldiers of Japanese origin, fighting with the 100th Battalion of the 442d Regiment combat team in the present 5th Army offensive, were cited in a special statement which accompanied today's communique. "The 100th Battalion," the statement said, "has been fighting brilliantly with the 1st U.S. Infantry Division and has played a major role in some of the campaign's bitterest fighting, having landed in Italy shortly after the invasion last Sept. 9."

Yuma Sun and Sentinel, July 2, 1944

WHAT DO YOU THINK?

1. What do you think influenced American opinion toward the Japanese?

2. What other countries were enemies of the U.S. during World War II? What countries were allies?

3. What makes these two newspaper articles especially interesting when read together?

VOCABULARY:

What do these words mean? What are their root words or related words? Do the related words help you understand the longer words?

1. deportation
2. offensive
3. brilliantly
4. invasion
5. communique

How do these photographs tell the same story as the two newspaper articles on the opposite page?

AFTER INTERNMENT

The U.S. government began to close
the internment camps
when it became clear that we
didn't pose such a great threat after all.

Our family then moved,
with a large group of Japanese-Americans,
to a town called Wilson, Arkansas.
It was a company town.
A man named Wilson owned everything.

I think it was an agricultural area,
and the laborers who had worked there
had left to get better-paying jobs.
They had probably been Black sharecroppers
who had gone to Chicago or St. Louis
where industrial workers were needed.
I guess our families filled the void they left.

We stayed in Wilson, Arkansas,
for about two years.
Then we went to Seabrook Farms in New Jersey.
That was also an agricultural area
and a frozen food packaging plant.
The farm, the plant, and the town
were owned by a man named Charles Seabrook.

from an interview
with Ed Nakawatase

SIXTEEN HOURS A DAY, SEVEN DAYS A WEEK

My family was recruited from the relocation camp in 1944
with the promise of a good life
at a place called Seabrook Farms in southern New Jersey.
At this factory, it was not unusual for a worker
to work sixteen hours a day, seven days a week
during the peak harvest season.
It was not unusual for the company to consider
pay as "overtime" only after 60 hours a week or more.

Living quarters at Seabrook Farms,
with coal stoves for cooking, heating and hot water,
were free at first. But soon workers' families
were charged a rental fee for them.
This forced every member of the family to work
or live without basic necessities.

There were signs in local stores which clearly stated
that Japanese would not be served.
There were special seating areas
in public facilities
for Orientals and other non-whites.
Many of the townspeople were seeing a Japanese face
for the very first time. The other teenagers and I
were bused to a school six miles away.

There were a few kind and courageous school people.
Through their efforts and over a period
of several years, the transition was made.
School became a worthwhile experience
instead of a place of degradation.

by Tadashi Tsufura

from testimony to the
Commission on Wartime
Relocation and Internment
of Civilians, New York
Hearing, 1981

UNCOMFORTABLE, Suggested Language Activities

Pre-reading: Are you familiar with any group of people who moved from the country (a rural area) to the city? What do you know about their adjustment? What can you imagine that it would be like?

Syllables: Break up the following words.

1. remind	3. remember	5. animal
2. example	4. product	6. apartment

Spelling: Notice how these words are different and similar:
when went

Phonics: Notice what sound the "g" makes in each of the following:
grew garbage roaming
Brainstorm more examples for each.

Verbs: What other words fit this pattern for making the past form:
grow grew

Apostrophes: How is the apostrophe used for each of the following:
a) didn't, wasn't, don't, weren't
b) my aunt's building
How are (a) and (b) different?

Idioms and Expressions: What does Mary Cousar mean when she says:
"I was really thrown by all the trash"
and "They came in droves"?
What, in your life, has "thrown" you?
What/who else could you say "came in droves"?

Comprehension:

1. What does Mary Cousar see Southeast Asians going through?

2. What are some of the things that made her feel uncomfortable when she first came to Philadelphia?

Discussion/Writing:

1. Do you know when, why and how Blacks came "in droves" from the South to the North? How might you find out more information about this?

2. Have you ever moved? Do you remember what you did in order to adjust?

3. Have you ever felt uncomfortable having to walk past a lot of people to get somewhere? Tell about it.

SLUM CONDITIONS, Suggested Language Activities

Pre-reading: Discuss the following terms:

1. culture shock
2. take advantage
3. up to code
4. a fast turnover
5. slumlord

Compound words: Find five.

Phonics: 1. Brainstorm words that have the sound and spelling of ew as in new.
What other ways can this sound be spelled?
Give examples.

2. What is unexpected in the spelling of the following words:

culture	build	rights	have	want
people	money	often	they	know

Comprehension: True/False

_____Some landlords don't keep their buildings up to code.

_____Landlords can make more money when tenants stay in their apartments for a long time.

_____Landlords often don't keep their buildings up to code because they don't know what the codes are.

_____All urban landlords take advantage of newcomers.

Discussion/Writing:

1. How much do you know about housing codes where you live?

2. How can people learn more about their rights as tenants?

3. What do you think happens when people move from the country to the city?

4. Do you know of any efforts of tenants to organize tenant associations to help them fight for their rights?

FORCING PEOPLE TO MOVE, Suggested Language Activities

Pre-reading: In small groups, or with the whole class, brainstorm and discuss examples of situations in which people have been forced to move away from their homes. "Free-writing" on the subject can also precede the reading.

Phonics: The final silent E rule, and exceptions to it:

1. Find examples of long Ā, Ī, and Ō, when the final E is silent. (Examples from the reading: came, change, white, those, scare, more.)

2. Find examples of words that have a final silent E in which the preceding vowel is not long.
(Examples from the reading: come, done, live, are.)

Spelling:

1. Write out words that stand for numbers in order. (First, second, etc. . . .)

2. Compare the words: NEIGHBOR / NEITHER.
How are they similar? How are they different?
What other EI words sound like NEIGHBOR?
What other EI words sound like EITHER?

Comprehension:

1. Why does Mary Cousar think that landlords tried to get white people to move?

2. How would the landlords get white people to move?

Discussion/Writing:

1. Have you ever seen a neighborhood "change over"? What did you notice that happened?

2. Do you know anyone who has been encouraged to live in a neighborhood or to leave a neighborhood on the basis of ethnicity or race? What happened?

3. What does "gentrification" mean? (Discuss its root word, "gentry.") Has this occurred in your city? Where? How does gentrification happen? How could you find out more about it?

Role-play suggestions:

1. A landlord talks to White tenants, advising them to move away from the neighborhood.
2. A landlord talks to Blacks from the South, encouraging them to rent from him.
3. The White and Black tenants talk to each other and find out what has been going on.

JAPANESE-AMERICAN INTERNMENT, Suggested Language Activities

Pre-reading: What do the following words mean?
1. internment
2. evacuate
3. temporary
4. sympathy
5. establish

Vocabulary:

A. Brainstorm sentences using each of the following words:
1. a) usual b) unusual
2. a) possible b) impossible
3. a) sympathetic b) unsympathetic

B. Find examples of words with the following endings:
-tion -hood -ed
-ment -est -en

Compound Words: What two words are put together to make "racetrack" a compound word? Find three other compound words in the reading. Identify the two smaller words in each.

Phonics:

A. Make a list of words from the reading that sound like "FAR." Make a list of words that sound like "OR." In which list will you put the word "WAR"?

B. Break the words into syllables. Analyze the sound and spelling of each syllable. Make sure you know what the words mean.
1. internment
2. establish
3. evacuate
4. temporary
5. settlement
6. property
7. sympathetic
8. probably
9. situation

Geography: What states are mentioned as sites of Japanese-American internment camps? Locate them on a map of the U.S.

Idioms and Expressions: TAKE ADVANTAGE
Can you think of any other situation in which someone in a weak position could be taken advantage of?

Comprehension:
1. Where was Ed Nakawatase born?
2. During which war were Japanese-Americans put into camps?
3. Where were the camps located?
4. What did the Japanese-Americans do with their belongings when they were put in the internment camps?
5. Use the three photographs to retell Ed's story explaining what happened to the Japanese-Americans.

Discussion/Writing:
1. Why do you think Japanese-Americans were put into internment camps during World War II?
2. What questions does this raise for you?
3. What do you imagine it was like for those who were taken from their homes and put into camps?
4. What other historical situations does the internment remind you of?

AFTER INTERNMENT, Suggested Language Activities

Pre-reading: What do you think was the situation of Japanese-Americans after internment?

Phonics: Identify other words with the EA spelling that match the sound of each of the following:

clear great threat

Syllables: Break the words into syllables:

1. vacate
2. agricultural
3. suspect
4. labor
5. better
6. package

Vocabulary: A. Add the ending to make a new word:

1. Japan + ese
2. move + ed
3. agriculture + al
4. labor + er
5. probable + ly
6. industry + al

B. What does it mean?

1. pose a threat
2. agriculture
3. company town
4. sharecropper
5. frozen food
6. void

Verbs: Identify five verbs in the past. Write the present form for each.

Comprehension: True/False

1. _____ The American government closed the interment camps, because Japanese-Americans posed a threat to the U.S.
2. _____ Ed's family returned to California after the war.
3. _____ Many southern Blacks went North to work in factories in the 1930's and 1940's.
4. _____ The work at Seabrook farms was not industrial.
5. _____ A man named Wilson owned a town called Wilson, Arkansas.

Discussion/Writing:

1. When and why did the southern Black migration to the North occur? Do you know anyone who was a part of this migration? If so, ask them to tell you about it.
2. What kind of options do you think Japanese-Americans had after the war? Why?

Role-play suggestions:

1. A Black family deciding to leave Wilson, Arkansas.
2. A Japanese-American family deciding to go to Wilson, Arkansas.

SIXTEEN HOURS A DAY, SEVEN DAYS A WEEK
Suggested Language Activities

Pre-reading: What do you think might have happened to Japanese-American families after internment?

Compound Words: Find the two words in each of the following compound words:

1. townspeople 2. teenage 3. worthwhile

Vocabulary: A. What does it mean?

1. recruit
2. overtime
3. peak
4. basic necessities

B. Find root words and definitions:

1. relocation	4. Orientals	7. courageous
2. unusual	5. Japanese	8. degradation
3. Southern	6. facilities	9. transition

Syllables: Break the words. Pay attention to the vowel sounds in each syllable. Make sure you know what the words mean.

1. factory	4. company	7. family
2. harvest	5. consider	8. member
3. season	6. rental	9. effort

Phonics: Brainstorm lists to go with the sounds:

A. Long vowel sounds, such as:

life week coal face

B. Vowels before R, such as:

work more first harvest serve

Comprehension:

1. How did Mr. Tsufura's family find out about Seabrook farms?
2. How did their living arrangements change from when they first came?
3. How were the Japanese-Americans treated when they came to southern New Jersey?
4. How did Tadishi's experience in school change?

Discussion/Writing:

1. Have you ever been in a situation in which an agreement was broken?
2. Have you ever been to a new place when people considered you strange because you looked different?
3. Have you ever experienced a transition from being rejected at first, but accepted after a while?

Chapter 3

Roots Survived: Roots Destroved

KNOWING ABOUT OUR ROOTS

Groups of people draw strength
from knowing that they come
from a certain cultural background.

Blacks, unlike other peoples of color in America,
were taken from their homeland by force.
They were stripped of their cultural roots
in order to successfully enslave them.

The attempt to destroy the cultures
of other peoples of color
has not been so successful.
Immigrants brought their cultural roots
with them to this country.
Native Americans have drawn strength
from resisting the destruction of their culture.

Chinese-Americans, for example,
know that they come from a civilization
that goes back thousands of years,
to a time when Europeans
were still very backward.

Knowing about your background
might not do you much good
if you are getting beaten up.
But it helps you to know that
you <u>are</u> somebody.

from an interview
with Ed Nakawatase

ROOTS IN THE OLD CULTURE

The Japanese community
in the town where I grew up
had a Christian church, a Buddhist temple,
and a Japanese-American Citizens League.
We had activities among our peers,
like sports for the boys.

There was Japanese literature in our house.
We had records of Japanese songs.
I couldn't understand the words, but I never
got the feeling that they were silly or backward.
My father was also a very good caligrapher.

Although it was not said directly,
we had a feeling for the traditional ways.
According to the values of our community,
the old ways were better.
More polite; more refined.

My dad was a very proud man.
He did not believe in showing anger and emotion.
But I felt that he was critical of Japanese
who were submissive to whites.

Like many older people who had been born in Japan,
he had more roots in the old culture.

from an interview
with Ed Nakawatase

Ed Nakawatase, National Representative for Native Amer. & Asian/Pacific Affairs, American Friends Service Committee.

"When I grew up in the 1950's, you would have thought America was totally English-speaking and white."

"Groups of people draw strength from knowing that they come from a certain cultural background."

"Our neighborhood in New Jersey had a large Japanese community. We didn't feel the isolation that many who are new to this country may feel today."

"Knowing about your background might not do you much good if you are getting beaten up. But it helps you to know that you are somebody."

WE DIDN'T FEEL THE ISOLATION

I don't remember feeling open discrimination
when I was a kid.
In fact, it took a while for us children
to realize that we were different.

Our neighborhood in New Jersey
had a large Japanese community
and a lot of Japanese kids.
We had our own friends and activities.
We didn't feel the isolation that many
who are new to this country
may feel today.

I think there had been struggles
about discrimination at an earlier time.
The name-calling and the fights
had happened in the 1940's.
By the time I got to school in the 1950's,
those struggles seemed to be over.

We are not aware of certain things
when we are young.
But that was how I felt at the time.

from an interview
with Ed Nakawatase

HE DID NOT CHOOSE TO BECOME AN AMERICAN CITIZEN

My father was born in Japan.
He came to the U.S. in the 1930's as a student.
I think he left due to the militarism
and fascism in Japan at that time.

But up until 1952, no Asians
could become citizens of the United States.
There were laws that restricted citizenship
and limited immigration.

There were many other restrictions.
Many states had "Alien Land Laws".
If you were not a citizen, you could not own land.
There were restrictions on going into professions,
laws against mixed marriages, and separate schools.

In 1952, Japanese-Americans were allowed
to become citizens.
My mother's parents became citizens at this time.
But my father did not choose
to become an American citizen.

I always wondered about this.
We never talked about it.
I think that, in many ways, he identified with Japan,
no matter how distant was the Japan
that he remembered.
I also know that he was critical
of the United States.

from an interview
with Ed Nakawatase

YOU WOULD HAVE THOUGHT AMERICA WAS TOTALLY WHITE

When I grew up in the 1950's,
you would have thought America
was totally English-speaking and white.

That was true in all the media,
in all the things you saw or read.
It's much less so now than it was then.
Now you can see Blacks and Asians on television
and they are not always portrayed
as servants or foreigners.
That really wasn't true until quite recently.

When you learned about the history
of the United States,
you learned about the Pilgrim fathers.
Perhaps you were told
about the immigration of Europeans;
Italians or European Jews.
But that would be about it.

You learned nothing about the immigration
of Asian peoples or Mexicans.
You didn't get any kind of information from the media
about who you were
or where you came from
unless you were white.

from an interview
with Ed Nakawatase

DIFFERENCES BETWEEN CULTURES

There are differences
between the cultures of Vietnam and America.
There are differences
in language and in customs.
So the way of thinking and feeling
is different.

For example,
people in the United States
always seem to be busy.
Sometimes Americans walk up to you
and say, "Hello."
But they keep walking.

In Vietnam, when people say, "Hello,"
they will stop and talk
for at least a half hour.

Americans rarely seem to have free time.
In Vietnam, people have more free time.
They aren't so busy.
People spend more time together there
than they do here.

from an interview with
Lam Vinh, Loi Van Nguyen,
Phan Trieu, & Do Kim Oanh

GOING OUT TO EAT--
THE VIETNAMESE WAY AND THE AMERICAN WAY.

In Vietnam,
when you ask some friends to go out to eat,
you pay for all of them.
If you are the one to invite someone, you have to pay.
That's the custom.

For example, today I call John
and ask him to go out.
Today I pay for him.
Tomorrow or another day, he calls me back
and he will pay for me.
We keep in touch that way.
We keep the friendship going.

The problem with this custom
is that I can't afford
to go out with a lot of people.

When Americans ask you to go out with them
to eat dinner or drink something,
you pay for yourself.
That's the custom.
In the American way,
we can go out with a lot of people.
We can all go out together.

from an interview with
Lam Vinh, Loi Van Nguyen,
Phan Trieu, and Do Kim Oanh

SOMETIMES WE DON'T WANT TO TALK ABOUT IT

Americans ask you about your business
and sometimes we don't want to talk about it.
For example,
if my father and mother are divorced,
I don't want to talk about that.
It's my own business.

When I make something to sell,
if I tell you how I made it,
then how can I sell it?
I don't want to talk about it.

If somebody in the family is seriously ill,
if they have cancer or TB,
the family doesn't want to talk about it.
They think differently about sickness
than you do in this country.

If others know that someone
in the family is seriously ill,
people may not want to come to the house.
People are afraid of sickness.
That's why the family
wants to keep it secret.

from an interview
with Do Kim Oanh
and Loi Van Nguyen

FROM THE MOUNTAINS TO THE CITY

In Saigon City, we had modern appliances
like in the U.S..
We had refrigerators, air conditioners, gas stoves.
We knew how to use them.
Some people from the country never had these things.
They didn't have refrigerators
because they didn't have electricity.
They had to learn when they were in the refugee camp.
It's been hard for them to adjust to life in America.

For example, the Hmong people lived in the mountains.
When they came here, they had many problems.
They didn't know how to live in the city.
They had never used money.
If they wanted something, they would trade for it.
People who came from the city
would exchange food or goods.

I have Hmong friends here and when they came,
they didn't know how to get onto an elevator.
They didn't know how to push the buttons
for the floors.
I had to show them.
They didn't know how to get onto an escalator.
They were afraid of the moving stairs.

They have another problem
They believe everything.
They believe everyone.

from an interview
with Do Kim Oanh

MY SPONSOR IS CHRISTIAN
AND MY MOTHER IS BUDDHIST

"My sponsor is a Christian and my mother is a Buddhist so they are opposite, and there is no harmony. The sponsor said that we can not use candles or incense. After they knew for certain that we were Buddhists they never came to see us again.

We had to depend on the sponsor for one month until we found jobs--now that my brothers and sisters have jobs our misery is relieved. . .

So please you shouldn't expect that the sponsor will support you and do everything for you. You must look for a job by yourself; there is no one to look for you. . .

Now I'm about to say good-bye, but I would like to remind you to become a Christian. I was cut off from my sponsor because my sponsor didn't like my family because we were Buddhists."

This is from a letter written on April 24, 1982 by a Khmer man in Chicago, Illinois.

*Source: Writing Back: Letters from Indochinese Refugees in the U.S., by Tom Riddle; ed. by Fred Ligon, the Experiment in International Living and World Education, 1985. The contents of this book were developed under an agreement with the Department of State, Bureau for Refugee Programs. However, these contents do not represent the policy of that agency nor are they endorsed by the Federal Government.

NATIONAL PRIDE

In Eastern Europe
there is so much hate
among different nationalities:
Russian, German, Polish, Ukrainian.

They are always fighting
about their borders
and about religion.
Polish are Roman Catholic
and Ukrainians are Greek Catholic
and Ukrainian Orthodox.

We are Catholic, but we are different.
We have our own language,
the old, Slavic language, in our church.
And our priests are allowed to marry.

National pride is very high in Europe.
The Ukraine was not a state for a long time,
but as a nation, as a people,
we have kept together
for many, many centuries.

from an interview
with Daria Chymych

What do you notice about these three churches? How are they similar? How are they different? How does each building make you feel?

WE WERE DISCRIMINATED AGAINST

I was born and raised in the Western Ukraine.
It was under the authority of Poland at the time.
We were a minority.
A government job was a dream job
because you got a salary every month.
But we couldn't get those jobs.
We were discriminated against,
and therefore we hated the Polish people.

At that time, if they did give us work,
they demanded that we change our religion
from Ukrainian Catholic to Roman Catholic.
Those in our community who changed
became outcasts in Ukrainian society.

Mixed marriages also violated the rules
of our society. Any one of us who married
someone of a different nationality
was out of the family.
Everyone would be sad.
The family would grieve.
After years, when the grandchildren were grown,
maybe then the older generation
would forgive this mixed marriage.

from an interview
with Daria Chymych

SOMETIMES THEY DON'T GET ALONG

Sometimes Vietnamese and Cambodians
don't get along with each other.
Some Vietnamese are my friends.
Others don't like me
because I am Cambodian.

It goes back in history.
There has always been a lot of fighting
along the borders between the two countries.
Parts of Cambodia
were taken over by Vietnam.

The Cambodians who lived there
then belonged to Vietnam.
They went to school taught in Vietnamese.
Vietnamese was spoken in public.
At home they would continue to speak Cambodian.

It's like when the United States took over
a part of Mexico.
That part is now called Texas.
The Mexicans there are now Americans.
Their children go to American-run schools.
English is spoken in public,
but they speak Spanish at home.
They have their own customs, foods, and holidays
which they celebrate in the privacy of their homes.

by Ny Sem

THE SILENT TEACHER

Koreans are very ambitious people.
that's the way we are taught.
In Korea, farmers sold their land
to send their children to college.
To the son who wanted to go to college,
the father might have said,
"I have no money. I will sell my land
to help you go to college. But I expect
that you will not come back as a farmer like me.
I want you to be better than I am."
The son should be a professor, a doctor, or a lawyer.

That's the kind of pressure we have been raised with.
Our parents sacrificed their lives.
That's the silent teacher, the silent pressure.
We have to be better.

As first-generation immigrants,
we understand that the only way for our children
not to have to work like we have; as welders,
street vendors, or small business owners
is to educate them.

Instead of giving them money, if we educate them,
and if they are willing to study hard,
they will have good professions.
So, we sacrifice ourselves.

from an interview
with Bo Lim

HISTORIC PLACES

There were many historic places in the South
we couldn't visit
because of the segregation laws.
We were told, "Coloreds are not allowed,"
and we didn't go in those places.

There was an historic house and restored plantation
in my home town
that we had only seen from the outside.
The local governments would advertise these places
to attract tourists to come to the South
and we would see the advertisements.
But although we lived there,
we had never seen them on the inside.

When my sister and I
knew we were coming to Philadelphia,
we read everything we could find about the city.
We knew that the Liberty Bell and Betsy Ross's house
were here, and we expected to see them.

We couldn't imagine
that there were people living in Philadelphia
who were free to see historic places
but had never even gone to see the Liberty Bell.

from an interview
with Mary Cousar

KNOWING ABOUT OUR ROOTS, Suggested Language Activities

Pre-reading: Discuss the meaning of "Roots", "Culture", and "Heritage"

Phonics:

A. "C" has two sounds: "K" and "S".
"C" sounds like "K" when it comes before O, A, or U.
"C" sounds like "S" when it comes before I, E, or Y.

Read this list of words. Divide it into groups according to the sound of "K" or "S". Add to the list.

certain	success	color
cultural	civilization	force
		come

B. Each of the following words ends in a 3-consonant blend. Read the words. Add any other examples that follow this pattern.

strength attempt

Vocabulary:

Look at each pair of words. How are they similar? How are they different? What do the words mean?

1. success -- successful
2. immigrant -- immigration
3. destroy -- destruction
4. slave -- enslave
5. culture -- cultural

Idioms: "backward"
"do you good"
How are these used in the reading?

Comprehension:

1. What difference is noted in this piece among the experiences of Afro-Americans, Immigrants, and Native Americans?
2. According to the author, how will knowledge of your cultural background help you? How will it not help you?

Discussion:

1. How do you think that knowing about your background can help you know that you are somebody?
2. How do you think that groups of people draw strength from knowing their cultural roots?
3. How are the experiences of the individual and the group similar? How are they different? How are they connected?
4. Brainstorm: In discussing any ethnic group, make two lists:
"Culture Survived" "Culture Destroyed"

ROOTS IN THE OLD CULTURE, Suggested Language Activities

Pre-reading: What are your cultural roots? Give some examples from your family.

Vocabulary:

A. Define: 1. peer 2. league

B. Analyze the following words. Identify related words. Discuss what the words mean.

1. Christian	4. calligrapher	7. critical
2. Buddhist	5. traditional	8. submissive
3. literature	6. refined	9. emotion

Phonics:

A. Read the following words. What letters make the ū sound in each word?

1. root 2. community 3. value 4. grew

Brainstorm other words that follow these sound/spelling patterns.

B. Read the words: PROUD / TOWN
Make lists of "OU" words and "OW" words that have this sound.

Comprehension/Discussion:

1. Name some aspects of Japanese culture that survived in Ed's family and community. What are some specific ways in which those cultural roots were respected?

2. What are some similarities between his and your own cultural roots? What are some differences?

3. Malcolm X once said, "You can't hate the roots of a tree and not hate the tree itself." What do you think he meant by that? Do you agree or disagree?

WE DIDN'T FEEL THE ISOLATION, Suggested Language Activities

Pre-reading: Discuss or write about:
What do you think makes people feel estranged and alone in a new place?
What do you think makes them feel less so?

Syllables: Break the words into syllables. Notice the vowel sound and spelling patterns in each syllable.

1. remember
2. different
3. today
4. struggle
5. happen
6. aware
7. number

Vocabulary: Find the root word and identify the ending for each of the following words:

1. discrimination
2. realize
3. neighborhood
4. activities
5. isolation
6. earlier

Idioms: "Name-calling": discuss.
What kinds of names do children call each other?
What about adults?

Verbs: Look at the verbs in the sentences,
"There had been struggles at an earlier time."
and "The fights had happened in the 1940's."
What do these verbs show about time?
Write some sentences using this verb pattern.

Punctuation: Using the apostrophe.
What is different about how the apostrophe is used in each of the following:
didn't 1950's
When is the apostrophe used to indicate plural?

Comprehension:

1. How did Ed feel as a Japanese American growing up in New Jersey?

2. How did things change from the 1940's to the 1950's?

Discussion/Writing:

1. Do you remember feeling like you were different or estranged in any way when you were growing up?

2. Can you think of any other examples where earlier struggles have benefitted later generations? What past struggles do we benefit from today?

3. What kinds of things happened in your childhood that you were not aware of?

HE DID NOT CHOOSE TO BECOME AN AMERICAN CITIZEN,
Suggested Language Activities

Pre-reading:

Why might an immigrant to the U.S. want to become a U.S. citizen? Why might an immigrant choose not to become a U.S. citizen?

Vocabulary:

A. Discuss: fascism
What does it mean? What are some examples of fascism in history? Are there any fascist governments in the world today?

B. Alien: What does it mean? How is it used in this reading?

C. Find root words. What do the words mean? How does the ending change the meaning of the root word in each case?
1. militarism
2. restriction
3. citizenship
4. immigration
5. profession
6. marriage
7. Japanese
8. American
9. identified
10. critical

Sentence structure:

Read the sentence: "If you were not a citizen, you could not own land." Write your own sentences using this pattern:
If you were not _____, you could not _____.

Comprehension:

1. What were some of the restrictions on Asians who wanted to live in the U.S.?
2. When did Ed's grandparents become U.S. citizens?
3. What are some of the reasons why Ed thinks his father chose not to become a U.S. citizen?

Discussion:

1. If you could interview Ed's father, what five questions would you ask him?
2. Describe Ed's father. (Brainstorm.) What do you think of him? Why?
3. What do you think about his decision not to become a citizen?
4. How do you explain the fact that Ed's father left Japan but still identified with it?

YOU WOULD HAVE THOUGHT, Suggested Language Activities

Pre-reading: Do you remember a time when almost all Americans in Hollywood and the news were English-speaking and white?

Vocabulary/Geography: Complete the chart.

Locate the places on a map.

Person	Place
English	_____
Asian	_____
_____	United States
European	_____
Mexican	_____
Italian	_____
_____	America

Vocabulary: Find the root words for the following:

totally	foreigner	learned
portrayed	immigration	recently
servant	information	really

Syllables: Break the following words into syllables:

media	recent	people
television	history	information
portray	immigration	

Past tense: List 10 verbs in the past tense. Write the present form for each one. Is this piece written mostly in the present or the past? How can there be both tenses in the same story?

Comprehension:

1. Until recently, how were Black and Asians portrayed in Hollywood and T.V.?
2. Who are the "Pilgrim Fathers"? Is this the type of history you learned in school? What images does it bring to mind?
3. What other groups of immigrants did Ed learn about in school?
4. What immigrant groups did he not learn about?

Discussion/Writing:

1. What difference do you think it makes whether you get information from the media about who you are?
2. How is the media different now? To what extent and in what ways have things changed. In what ways is the media unchanged from the way it was years ago?

CULTURAL DIFFERENCES, Suggested Language Activities

Pre-reading: Have you ever known anyone from another culture? What were some of the cultural differences you experienced?

What differences between cultures do we experience within the U.S.?

Vocabulary: Discuss: Culture--What do you think the word means? (Brainstorm)
Customs--What is a custom?
What are some of your customs?

Phonics/Spelling: 1. Some of the following words are spelled in ways you might not expect. Look at the way each is spelled. Think of other words that might have the same spelling pattern.

language	they	half
custom	busy	have
have	people	

2. What other words have the endings -ence and -ture as in difference and culture?

3. Read these words: rare / there
What other words rhyme with these?
What are the various ways this sound can be spelled?

Connecting Words: Read the following words. How are they similar? How are they different? Write a sentence for each.

then than

Comprehension:

1. What are some of the cultural differences that are mentioned in the reading?

2. What is the difference the Vietnamese notice between the ways people greet each other in Vietnam and in the U.S.?

Discussion:

1. How do you think these Vietnamese feel about living in America?

2. Do you agree that differences in language and customs are connected to differences in ways of thinking?

3. Can you tell from the reading whether the Vietnamese interviewed think it's good or bad to have more free time? What do you think?

SOMETIMES WE DON'T WANT TO TALK ABOUT IT,
Suggested Language Activities

Pre-reading: What are some topics of conversation that you like to talk about with others? What are some topics you do not like to talk about? Do you talk about different things with different people?

Phonics:

A. What words can you think of that rhyme with SELL and TELL?
B. What is the first syllable in each of the following words:
   American about afraid
   List some other words that begin the same way.
C. What is different about the OU in each of the following words:
   country about
   Name some other words that have these two different "OU" sounds.
D. Waht other words have the "OW" sound you hear in "OWN" and "KNOW"? What is the other sound that ow makes?

Vocabulary:

A. Find the root words for
   1. seriously 3. sickness
   2. differently 4. business
   Name some other words that end in -ness.
B. What is TB?

Idioms: In american English, one keeps a secret. What else does one keep?

Homonyms: Find the words THEIR and THEY'RE in the reading. Use each in a sentence of your own.

Comprehension/Discussion/Writing:

1. What types of things do Oanh and Loi say that Vietnamese don't like to talk about?
2. Have you ever encountered differences between yourself and others in terms of what you are or are not willing to talk about?
   Has this ever created misunderstanding?
3. What approach might you use in communicating with someone of another culture in order to find out what they are and are not comfortable talking about?

GOING OUT TO EAT

1. What is the advantage to the Vietnamese way? What is the advantage to the American way?
2. Discuss advantages and disadvantages to other cultural differences you have read about or noticed in your community.

Role-play suggestions:

1. A misunderstanding is created because of cultural differences.
2. The misunderstanding is resolved.

FROM THE MOUNTAINS TO THE CITY, Suggested Language Activities

Pre-reading: Can you imagine your life without electricity?
What would it be like?

Phonics: Brainstorm words with "oo." Group them according to the sounds represented by the words:
food good floor

Vocabulary:

A. What clues do you find in the reading for the definitions of the following words?
1. elevator 2. escalator 3. trade

B. Divide the following words into syllables. Notice their spelling patterns. Look for root words. Discuss definitions for the words wherever necessary.
1. modern
2. appliances
3. refrigerators
4. conditioner
5. electricity
6. refugee
7. adjust

Comprehension/Discussion:

1. What are some of the problems mentioned that the Hmong have had adjusting to life in America?
What do you think are some other problems they might have had adjusting?
2. How did the Hmong get what they needed without using money?
3. Do you know anyone who has come to the city from the country? What do you know about their adjustment process?
4. What are some of the problems that can arise when people "believe everything" and "believe everyone."

Role-play suggestions:

1. Using unfamiliar appliances.
2. Believing everything.

MY SPONSOR IS CHRISTIAN AND MY MOTHER IS BUDDHIST

Vocabulary: For each of the following words; (a) find it in the reading, (b) discuss what it means, (c) find as many related words as you can by adding or changing beginnings or endings, and (d) look for challenging spelling patterns.
1. Buddhist
2. Christian
3. opposite
4. harmony
5. incense
6. depend
7. relieve
8. misery
9. expect
10. support

What do you think?

1. Have you ever known people who didn't get along because of differences in their religion or ethnicity? Tell/write about it.
2. Do you think that this problem is faced by refugees in America often or rarely? Why?
3. What do you think of this man's advice to other rufugees coming from SE Asia to the U.S.?
4. What questions does this story raise for you?

NATIONAL PRIDE, Suggested Language Activities

Pre-reading: Discuss the words:
Nation National Nationality
Brainstorm: What are some of the reasons for fighting among nations?

Map work: Look for the continent of Europe and the countries of Poland and the Ukraine on a map. Where are the borders between these countries?

Vocabulary:

A) What does it mean? 1. Slavic 2. century

B) What is the name of the place that goes with each of the following:
1. European
2. Russian
3. Polish
4. Ukrainian
5. Greek

Spelling/Phonics:

A. What do the following words have in common? Add to the list.
among
allow

B. Notice the spelling for the following:
1. they
2. there
3. religion
4. high
5. priest

Comprehension:

1. What reasons does Daria give for fighting between countries in Eastern Europe?
2. What are some of the differences she mentions between the Roman Catholic and Ukrainian Orthodox churches?

Discussion/Writing:

1. How would you define "National Pride"?

2. What is the difference between a nation and a state?

3. How can a nation survive without a state?

WE WERE DISCRIMINATED AGAINST
Suggested Language Activities

Pre-reading:

1. Find Poland and the Ukraine on a map.

2. Where were you born and raised?

What were some of the "rules" of your community? Do you know of anyone becoming an "outcast" in your community for not following the rules?

Verbs:

A. What do these words have in common? What are the root words?
Explain how all the words are "abstract nouns"?

authority monority community nationality

B. What do these words have in common?
What other words can be made by changing the endings?

discriminate violate

Spelling: Notice the sound(s) made by "ie" in each words. Think of other words that illustrate each pattern.

society grieve

Idioms and Expressions: What is a "mixed marriage"?
Do you know any couples like this?
What is a "dream job"?
What is your dream job?

Comprehension:

1. In Poland, why was a government job a dream job?
2. What was one of the conditions for Ukrainians getting government jobs in Poland?
3. What was the reaction of the Ukrainian community to mixed marriages?

Discussion:

1. If you could interview Daria Chymych, what five questions would you ask her?
2. How does the Ukrainian view of "mixed marriages" compare with your ethnic community's attitudes?
3. Based in this interview,what are some of the things you know about the role religion played in the Ukraine during the time she speaks of?

SOMETIMES THEY DON'T GET ALONG, Suggested Language Activities

Pre-reading:

1. Have you ever been disliked or mistreated because of your race, ethnic or class background?
2. Find Vietnam and Cambodia on the map.

Vocabulary:

A. Compare the words on the top with those on the bottom.

Vietnamese	Cambodian	Mexican	American	Texan
Vietnam	Cambodia	Mexico	America	Texas

B. What is a CUSTOM?

C. Find related words by changing or adding endings:
celebrate privacy

Phonics:

A. What other -ght words can you think of like FIGHT and TAUGHT?

B. Break the words into syllables. Notice how the syllables are spelled. Which syllables are similar to each other? How are they similar?

1. along
2. because
3. between
4. belong
5. public
6. border
7. continue
8. open
9. over

Spelling:

Notice the spelling of the following challenging spelling words:

1. idea
2. friend
3. there
4. their

Idioms and Expressions:

Find the following expressions in the reading. How is each one used? What does it mean? How could you use it?

1. GET ALONG
2. IN PUBLIC
3. TAKE OVER

Comprehension:

1. Why do some Vietnamese dislike Ny Sem?
2. What happened to the Cambodians who lived in parts of their country that were taken over by Vietnam?
3. What part of the U.S. does Ny Sem compare this to? Why?

Discussion/Writing:

1. How do events that happened "back in history" sometimes affect the present? Give specific examples.
2. In what ways has your family celebrated customs differently in public and in private?
3. If you could speak to Ny Sem, what 5 questions would you ask her?

THE SILENT TEACHER, Suggested Language Activities

Pre-reading: What kinds of things did you learn in your family without being told about them directly?

Vocabulary:

1. Read the words. Complete the chart.

Person	Action	Thing
farmer		
professor		
doctor		
lawyer		
teacher		
welder		
vendor		
owner		

2. Look at the following words: ambitious ambition
How are the two words the same? How are they different?
How might you use each work?

Phonics:

1. Break the following words into syllables. Notice the regular and irregular sound-spelling patterns.

expect	generation
pressure	immigrant
sacrifice	educate

2. The letter "g" can make 2 sounds, "j" and "g". Brainstorm words that begin with "g". Put the words in lists according to their sounds.

generation	good
giraffe	gate

Idioms: Discuss the expressions "1st generation" "2nd generation" etc.

Writing: Write sentences using the pattern

If _____ (present of verb), _____ (future of verb).

as in the sentence, "If we educate them, they will have good professions."

Comprehension/Discussion:

1. What is "the silent teacher, the silent pressure" that Bo Lim describes?
2. How is this a tradition passed down from one generation to the next?
3. What has been a "silent teacher" or "silent pressure" in your upbringing? How is it passed down?

HISTORIC PLACES, Suggested Language Activities

Pre-reading: Have you ever been to see historic places? Why did you go there?

Idioms and Expressions: How is it used? What does it mean?

hometown the South

Apostrophes: Which words have an apostrophe (')? How is the apostrophe used in each word?

Phonics: 1. attract
expect
What is similar about the two words? What other words can you think of that end in "-act" or "-ect"?

2. What sound does -ough make in the word although?

3. Analyze these three words: from come home
Which two look alike?
Which two sound alike?

4. Find these words in the reading. Compare the two groups of words. How are they similar/different?

Group 1	Group 2
colored	lived
allowed	expected
restored	

Vocabulary: Find root words for:

1. historic
2. segregation
3. plantation
4. government
5. tourist
6. advertisement
7. imagination

Comprehension:

1. Why had Mary never seen the inside of the historic places in her home town?
2. What surprised her about people in Philadelphia?

Discussion:

1. How do you think Mary felt about not being allowed to go inside the historic places in her own home town?
2. What does this tell us about the South at the time when Mary was growing up?
3. How could we find out what life is like for Blacks in the South today?

Chapter 4
Attitudes

Between 1820 and 1950, 400,000 Chinese and 280,000 Japanese came to live in America. What words do you think of when you look at this picture of Japanese at the immigration station in Honolulu, Hawaii?

DO NOT FILM THIS PAGE

Agitation against Chinese labor was especially intense in the Far West, where mobs assaulted Chinese homes, and [illegible] republic of Chinese men, and committed many [illegible] lynchings. The scene above occurred in Denver in 1880.

WHAT DO YOU THINK ?

1. What do you notice in these political cartoons from the 1880's ?

2. What is happening in each one ?

3. What questions do they raise for you ?

4. How do the cartoons make you feel ?

5. What do they make you think about ?

6. What was happening in other parts of the U.S. at the time ?

7. Which facts from "Run Out and Ripped Off" (opposite page) are pictured in these political cartoons ?

THE ARGUMENT OF NATIONALITY.

EXCITED MOB.—"*We don't want any cheap-labor foreigners intruding upon us native-born citizens.*"

"RUN OUT AND RIPPED OFF"

The following facts are from an article called "Run Out and Ripped Off: A Legacy of Discrimination " by Don Teruo Hata, Jr. and Nadine Ishitani Hata. The article was reprinted in the Civil Rights Digest, Fall 1976.

* In 1852, Chinese began to replace Hispanics as the largest minority in California. 10,000 Chinese arrived that year to make the Chinese population in the state about 25,000.

* In 1854, the California Supreme Court decided that Chinese could not testify against whites in court.

* In 1858, a California law made it illegal for Chinese to land on the Pacific coast, unless forced to by bad weather. A ship's captain who did so could have been fined or imprisoned.

* In 1860, California school segregation laws excluded Chinese, Indian, and Negro children from the public schools. In 1885, the first school for "Chinese only" was established in San Francisco.

* In 1869, when the transcontinental railroad was completed, there was a job shortage and white workers viewed Chinese as their competition. In 1871, a white mob invaded the Los Angeles Chinese quarter after two police officers were wounded there. They killed at least 18 Chinese, burning homes and looting as well.

* In 1873, the San Francisco local government decided that every Chinese prisoner in jail would have his queue cut off and his hair clipped to an inch from the scalp all over his head.

* In 1882, Congress passed the Chinese Exclusion Act which stopped Chinese immigration for 10 years. The law was renewed in 1892 for another 10 years and made permanent in 1904. This ended Chinese immigration to America until after World War II.

* In 1905, representatives from more than 67 labor groups formed the Asiatic Exclusion League. In 1906, all Japanese and Korean students were banned from San Francisco's public schools.

* By 1913, laws in California and other western states prohibited the sale or lease of land to "aliens ineligible for citizenship." But the wording of the 14th amendment had restricted citizenship to "white persons" and those of African descent.

* Finally, in 1924, Congress passed an immigration bill that established permanent quotas on immigrants from nations outside of northwestern Europe. They added a specific section excluding all Japanese from immigrating. Japanese immigration was ended until 1952.

ATTITUDES

As a Japanese-American,
I have experienced ignorance
from both white and Black Americans.
They often think I am Chinese.
When they discover I am Japanese,
they assume I come from Japan.

There is another attitude
that I have experienced from whites
and not from Black Americans.
That is the idea
that white civilization is superior.

I used to go to a Sunday school
at a church that was mostly Japanese
but the ministers were often white.
They had a "missionary attitude",
helping to civilize the "backward heathens".

The funny thing is
my parents communicated to me,
either directly or indirectly
that whites weren't all that clean.
They smelled.
My parents were not so impressed
with whites.

from an interview
with Ed Nakawatase

ACCEPTED FOR WHO YOU ARE

In the South, when I was growing up,
wearing African hairstyles, like cornrows
or short, natural styles,
was not that popular.

My sister and her girlfirend had long hair.
I remember being in the house one day
with my grandmother.
I was looking outside at them jumping rope and
I said to my grandmother:
"I wish their hair would fall off."
She asked me, "If their hair fell off,
what would you do?"
I told her, "I'd run outside, and get it,
and put it on my head."

You get those kind of attitudes
when you are not accepted
for who you are.

from an interview
with Mary Cousar

NOW I FEEL DIFFERENT

When I was a child, I used to hear my big brother say, "I got a yellow, light-skinned girl. She has long white-girl hair. Boy, she is fine." I remember looking in the mirror at myself, displeased with my features; displeased with my dark skin and my short hair style. I wore my hair plaited, connected together in rows. When my hair was not braided, I was often mistaken as a boy.

My twin sister's hair was a lot longer than mine. When we went to church, sometimes my Aunt Rosamae would do our hair. She would make pony tails for me and my sister. I did not consider them to be pony-tails because they didn't hang below my ears. The rest of the week, at least twice a week, I would be called ugly names in reference to my hair. Eventually, I started to have a complex about my hair and my color.

When my sisters and I would fight, we used to call each other names such as "blacky". At that time, it was an insult to be called black. It was considered alright to use the words "Negro" or "colored".

Now I feel different about the word black. My mother always says, "The colored man this" and "The colored woman that." Now when I hear my mother say "What was the colored man's name?" I'll say, "Black man, mommy. Black man."

by Brenda Stafford

HIDDEN RACISM

In the South, you knew your place.
Before I left in the late 50's
things were beginning to change.
The signs were beginning to come down.
But Blacks still knew their place.
Up North you didn't know and you thought
you had more freedom than you really had.

I was surprised at the job discrimination
I found in factories up North.
Blacks did not move beyond a certain point.
I worked in a factory where there were jobs
that Black people did, jobs that Puerto Ricans did,
the Ukranians and Germans had certain jobs, and so on.
It was that kind of hidden racism.

While I was there, we saw some turnaround.
A lot of that happened when people came in
with changed attitudes. They were people
who didn't think of themselves as inferior.
Even under the most adverse, segregated
circumstances, I never thought of myself
as being inferior.
That's one way of conquering racism---
your attitude toward yourself.

from an interview
with Mary Cousar

POOR NEIGHBORHOODS AND RACISM

In poor neighborhoods, food stores are inferior.
And food costs more.
If you go into a supermarket in this neighborhood
and a store of the same chain in another area
of the city, the difference is amazing.

Our schools are horrible.
Education in our area is inferior.
When kids go to school,
classes are overcrowded and kids are hungry.

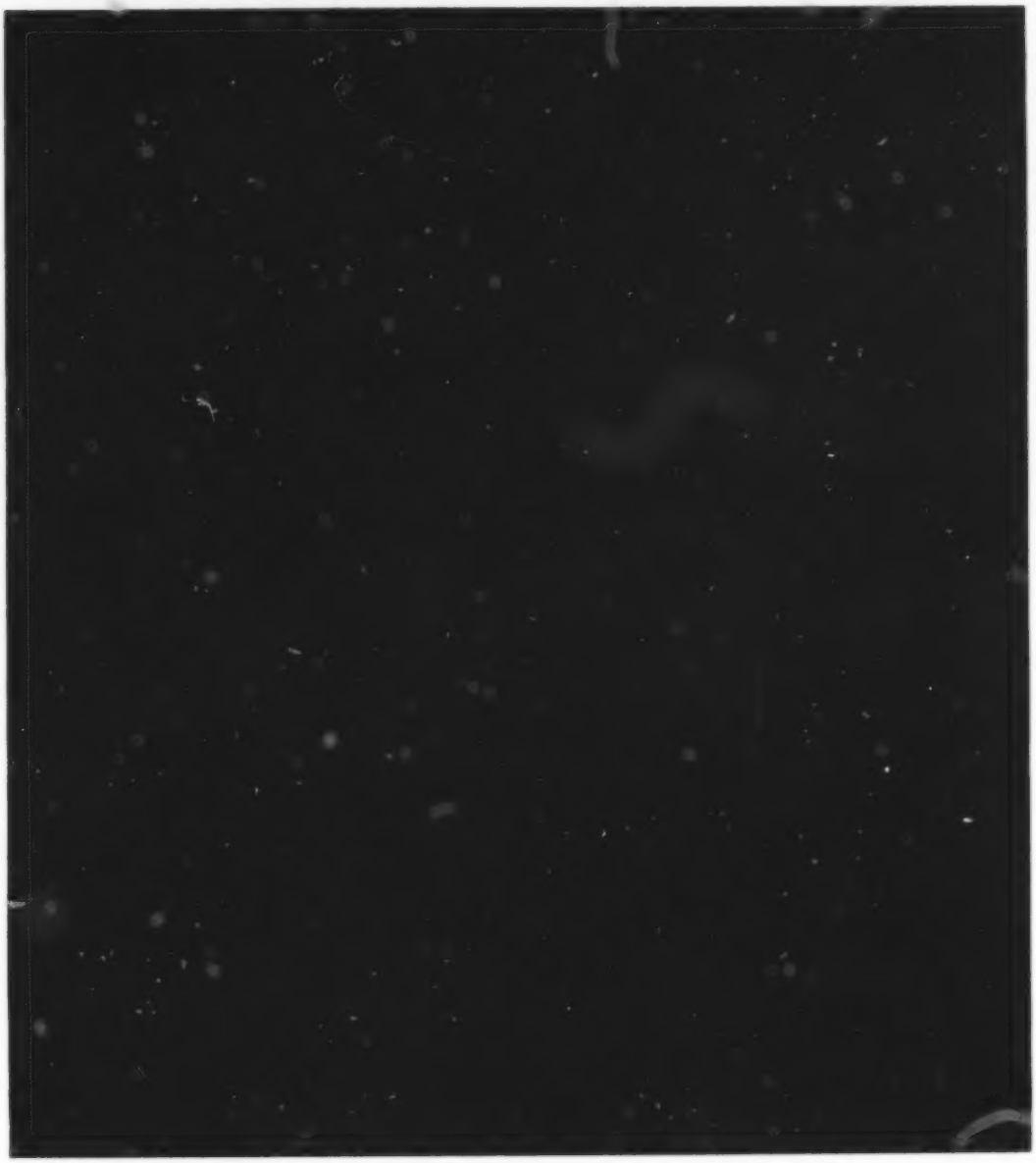
Single parents are blamed
for all kinds of problems in our neighborhoods.
We don't want to put the blame
where it really belongs--on racism.

To me, racism is putting somebody down
because they're different.
Racism is not about color.
Blacks can be racist toward Asians.

The latest insult in our neighborhood
for Black teenagers
is to call Cambodians and Vietnamese
"Black Chinese."

from an interview
with Mary Cousar

Where do you think these signs were located? Have you ever seen signs like this? Where? According to Mary Cousar, during what years were the signs "beginning to come down"?



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A NURSING HOME DOWN SOUTH

One of my foster parents was a tall, Black woman. She couldn't read or write, and a lot of people took advantage of that. But she had a skill for survival. She would fish and trade her fish with the farmers. A very clean woman, she had her own style. She always wore hats and pulled them down in a certain way. She had beautiful, curly, black hair.

When she became senile, I got her into a very prestigious nursing home. We used to laugh, because the other patients, white and Black, were people who would never have spoken to her. The only other Black patients there were the man who had been the principal of my elementary school and his wife. They had lived in a real big house and had all kinds of luxuries. They came from a middle-class, old-line Black family that went back to a time when Blacks had good jobs. Then there had been riots in the late 1800's, and all that had turned around. But some of those old-line, Black families had survived.

I found out that Black families in the town were getting ready to take this nursing home to court. Federal dollars had helped build the home. It was, therefore, supposed to be integrated, and it wasn't.

People would ask me, "How in the world did you get her in there?" I said, "I guess I didn't act poor enough for them not to consider her."

from an interview with Mary Cousar

Mary Cousar, shown here at the child care center she runs in the Logan section of Philadelphia.

In the South, you knew your place. In the North, you thought you had more freedom than you really did.

Even under the most adverse, segregated circumstances, I never thought of myself as being inferior. That's one way of conquering racism--your attitude toward yourself.

Single parents are blamed for all kinds of problems in our neighborhood. We don't want to put the blame where it really belongs--on racism.

To me, racism is putting somebody down for being different.

ANGOLA: THINGS HAVE CHANGED

The Portuguese first came to Angola in 1422. At first they were friendly. When they came back, they came with guns. The white Portuguese controlled Angola until 1975. Black Angolans fought a revolution which started in 1961. They fought for fourteen years. In 1975, the Angolans finally won from the Portuguese the freedom to rule their country.

Before the 1960's, Angolans had a hard time. The Protuguese had taken most of the land. The Angolan people had to work on the farms that were owned by whites. Many Angolans still cannot read and write.

When Blacks would walk next to the road or on the sidewalk, and even one white person came by, the Blacks had to get out of the way. Many Blacks were killed because of this. First, because they would be forced to walk in the road where cars could hit them. Second, if they did not obey this rule, they could be killed by the police.

The restaurants were only for white people. Blacks were supposed to have been allowed in those places. But if Blacks went into a restaurant, they wouldn't be served. Blacks could wait there for hours, and they would be told, "I'm sorry, but we are very busy." And all the time, whites who cam in would be served. Before 1961, Blacks could endanger their lives by going into a restaurant. This is what would happen. A black person would go in and ask for something to eat, or for a cup of tea. Sometimes

the white people in charge would not answer. Sometimes, they would look at you like you were a dog. If you insisted on staying, after a while someone would come and kick you or push you. If you asked them, "Why are you pushing me?" then a fight would start. When a fight started, the police would come. The police would take you away and you could easily be killed. At that time, all of the police were portuguese. Before 1961, you never saw a Black policeman.

The hospitals, schools, and even cemetaries were segregated. At public places such as hotels, restaurants, movie theaters, and cemetaries, you would see signs saying, "NO DOGS OR BLACKS". Very few Blacks went to more than a few years of school.

This problem was worse in the south of Angola than in the north. The wealthy Portuguese lived in southern Angola. They had attitudes smiliar to those of the white South Africans. Southern Angola shares a border with Namibia, which is controlled by South Africa. Black Angolans in the south did all the hard work. In the north, it was different. The Portuguese in the north had been brought to Angola as workers. Like the Angolans, they also didn't know how to read and write. For this reason, the Angolans in the north didn't feel inferior to the Portuguese. So they acted differently. They were not as submissive as the Angolans in south.

Since 1961, things have changed for everybody.

by A.S.D. and M.S.D.

T. V. AND AMERICA'S IMAGE ABROAD

I am very much against television.
Television should teach you something,
but it doesn't.
I see a lot of crime on television
and I don't think it's good.

America has a very bad image abroad,
because on television, what do you see?
Bandits. Shooting on the street.
You see all these bandits with guns.
T.V. makes it seem like people
can't go out on the street in this country
without being shot, raped, or robbed.

In Europe, everybody is crazy about "Dynasty."
They think that is life in America.
Then they come here.
They see that you work
from 8:00 in the morning until 8:00 at night.
You have children.
The husband works two jobs and goes to college.
That's how people in America really live.

Why don't you see the honest,
hard-working Americans on T.V.?
Why don't you see the good values
that have helped build this country?

99

from an interview
with Daria Chymych

WASTE

There is so much waste in this country!
I feel sick when I buy something
and they use so much wrapping paper.
You have a box in a box and another box.

Also, when I went to school,
each child got one pencil.
When you broke a pencil, it broke your heart.
And to have crayons was a luxury!
Here, I walk down the street
and there are pencils and crayons
in the gutter. Everything gets thrown out.
People don't care.

Another thing I see in America is that
when styles change, clothes are discarded.
When we bought a coat, for example,
it was supposed to last for many years.
We always checked to make sure
that it could be turned to the other side
and resewn.
Then, of course, it would be passed down
to the younger children.

from an interview
with Daria Chymych

RUN OUT AND RIPPED OFF, Suggested Language Activities

I. Word Families:

A. Look at the words in each group below. How are they similar/different? What do they mean?

1. immigrate/immigrating/immigration/immigrant
2. exclude/excluded/excluding/exclusion
3. legal/law/illegal/lawful
4. prison/prisoner/imprisoned

B. Find the root words for:

1. discrimination
2. segregation
3. arrived
4. invaded
5. government
6. western
7. largest
8. completion
9. shortage
10. representative
11. Asiatic

C. What do the words below have in common? What do they mean?

reprinted renew replace

II. Challenge Words:

A. Find the words below in the reading. Break the words into syllables. Discuss their meaning. Look for root words that might help you understand the words.

1. minority
2. population
3. established
4. permanent
5. transcontinental
6. citizenship
7. specific
8. section

B. Find the words below in the reading. Discuss the words. What do you think they mean? Guess. Then check your guess with a dictionary.

1. local
2. legacy
3. established
4. quarter (as in "Chinese quarter")
5. queue
6. alien
7. eligible/ineligible
8. view

C. What is similar/different about the following words?

ban / prohibit / restrict

D. Discuss the following terms. Look at the way they are used in order to help you understand what they mean.

1. Supreme Court
2. Congress
3. 14th Amendment
4. quota

E. Geographical terms: How are the 2 groups of words below similar/different? Find the places on the map. Which are cities, which are states, which are continents?

California	Chinese
Los Angeles	African
San Francisco	Japanese
Europe	Korean
America	Asiatic

III. Comprehension:

List some of the ways that Asians were "run out and ripped off."

IV. Discussion/Writing:

1. Do any of these facts surprise you? Why?
2. Why do you think that Asians have been mistreated in the U.S.?
3. How is the current situation for Asian immigrants similar to how it was 100 years ago? How is it different?
4. How could you find out how Chinese and Japanese could have come to the U.S. at a time when their immigration was banned?

ATTITUDES, Suggested Language Activities

Pre-reading: Discuss the words ATTITUDE and ASSUME. What are some of your attitudes? Do you ever find that other people have untrue ideas about who you are or where you come from? How does it make you feel?

Vocabulary/Phonics:

1. Define the words in this section. Use your own words.

2. Look for the letter that makes the ē sound in each of the following words:

   experience superior missionary

3. What is the sound made by the underlined letter in each of the following words: (discuss "schwa")

   ignorance attitude heathen assume
   discover civilization communicate

Idioms: How is the word "funny" used in this piece?

Pronouns: Identify three "they's" and what each stands for.

Comprehension:

1. What are some of the assumptions that Americans have had about Mr. Nakawatase?
2. What is the one difference he has experienced between the attitudes of white and Black Americans?
3. How did his parents seem to feel about whites?

Discussion/Writing:

1. What do you think "civilization" means? How do people behave when they act superior?
2. How has the word "heathen" been used in history?
3. How would you describe a "missionary attitude"?
4. How can ideas be communicated "directly" and "indirectly"? What types of ideas did your parents communicate to you indirectly? What do you communicate to your children indirectly?

Role-play: possible situations:

1. Sunday school. The minister speaks to the children.
2. Parents and children. Direct and indirect communication.

ACCEPTED FOR WHO YOU ARE, Suggested Language Activities

Pre-reading: Write or Discuss:

What makes you feel accepted for who you are?
What makes you feel not accepted for who you are?

Reading suggestion:

Read this piece as a dramatic reading in different voices; little girl, grandmother, narrator. Take turns in different roles.

Compound Words:

Find 5 compound words in the story.

Vocabulary:

Brainstorm words that end in --an, --al, and --ar, as in the words

African natural popular

Verb tenses:

Find 4 words that have the ---ing ending.
Find the root for each word.
Put each in the past tense.

Writing Sentences:

Write 2 sentences beginning with the words, "What would you do if . . .?"
Write sentences answering each question you wrote.

Idioms:

What is the traditional meaning for "CORNROW"?
What is the slang meaning for it?
How is the word used in this story?

Discussion/Writing:

1. In what situations have other people's attitudes made a differnece in how you feel about yourself?

   In what situations has your attitude toward yourself been unchanged by other people's opinions?

2. What does this reading say about the standard of beauty that was popular when Mary was growing up? How have standards of beauty changed since that time? How do standards of beauty vary from one culture to another?

NOW I FEEL DIFFERENT, Suggested Language Activities

Pre-reading: Are there any issues that you feel different about as an adult than you did as a child?

Vocabulary: Find root words for the words below. Add or change beginnings or endings on each of the words to make new, related words. What do the words mean? How do the root words and related words help you understand them?

1. displeased
2. connected
3. mistaken
4. reference
5. eventually

Phonics:

A. Notice the similarities and differences between the words in each pair below:

1. fine/find
2. mine/mind
3. when/went
4. lease/least

B. Divide the words below into syllables. Notice the spelling for for each syllable. Discuss definitions wherever necessary.

1. remember
2. mirror
3. myself
4. below
5. ugly
6. complex
7. sister
8. insult
9. alright
10. different
11. always

Homonyms: In each of the following pairs, define each word. Which one can you find in the story?

1. all right/alright
2. hair/hare
3. week/weak
4. wood/would

Spelling: What is challenging about the spelling of each of the following words:

1. style
2. often
3. feature
4. eventual

Idioms and Expressions:

1. How are the words "yellow" and "light" used in the story? What other meanings can these words have?
2. What do these phrases mean?
   a. "do hair"
   b. "have a complex"

Comprehension:

1. Why did Brenda feel displeased with the way she looked when she was a child?
2. How does Brenda feel different now?

Discussion/Writing:

1. How would you describe the social attitudes of Brenda and her brothers and sisters when they were children? Where do you think those attitudes come from?
2. How do their attitudes as children compare with attitudes people have today?
3. What do you think accounts for Brenda's feeling different about the word "Black"?

HIDDEN RACISM, Suggested Language Activities

Pre-reading: Discuss the variety of meanings for the word ATTITUDE.

Phonics: Notice the sound made by two vowels together in each of the following words.

1. south	3. found	5. point
2. thought	4. certain	6. people

Idioms and Expressions: What do the following words and phrases mean as they are used in this reading? What other meanings can they have?

1. "move" as in the sentence, "Blacks did not move beyond a certain point"
2. "in your place"
3. "turn around"

Spelling: Notice the spelling for each of the following challenging words:

sign surprise conquer

Syllables: Decide how many syllables there are in each of the following words. Break up the words.

1. freedom	4. hidden	7. under
2. factory	5. turnaround	8. adverse
3. certain	6. happened	9. circumstance

Vocabulary: Identify the root word and the endings for the following words. Find other words that have each of these endings.

freedom racism discrimination

Comprehension:

1. What are some of the similarities and some of the differences between the treatment of Blacks in the North and the South?

2. What was happening in the South in the late 1950's?

3. Why does Mary Cousar think that things change (become more fair) at the factory where she worked?

Discussion/Writing:

1. When, why and how do you think the "changed attitudes" came about?

2. Comment on Mary Cousar's last statement.

POOR NEIGHBORHOODS AND RACISM, Suggested Language Activities

Pre-reading: How would you define racism? What are some of the problems faced by people in poor neighborhoods? How do you think that racism and poverty are connected?

Compound Words: Find four. What are the two words that are combined to make the compound word?

Vocabulary: Analyze the three sets of words. How is each pair connected? How are the parts similar? How are they different?

1. neighbor / neighborhood
2. racist / racism
3. different / difference

Phonics: A. Break the following words into syllables. Which syllables have the same sound?

1. inferior
2. amaze
3. area
4. education
5. about
6. insult

B. Add to this list words that end in _____le, as in: (consonant)

horrible single

Idioms and Expressions: 1. Discuss the idiom, "the latest." What are some other expressions that mean "up to date"?

2. What does "CHAIN" mean as the word is used in this reading?

Comprehension/Discussion

1. What does Mary Cousar notice about supermarkets and schools in different neighborhoods? What do you notice?

2. What is her definition of racism? Do you agree or disagree? Explain.

3. What do you think about the insult "Black Chinese"?

4. What does Mary Cousar say about single parents? Do you agree or disagree with her analysis?

Research Project:

Design a way to compare the prices and quality of products in different stores. Send teams of participants to stores of the same chain in different types of neighborhoods in order to conduct your research.

A NURSING HOME DOWN SOUTH, Suggested Language Activities

Pre-reading:

What is a nursing home? Have you ever had the responsibility of placing someone in a nursing home? What do you know about this process? What do you know about the differences in quality among different homes?

Vocabulary:

A) Analyze the three word families below. How are the words related? What do they mean?

1. survive	survived	survival
2. prestige	prestigious	
3. luxury	luxuries	luxurious

B) Find the following words or phrases in the story. What do you think they mean? (You may want to check your guess with a dictionary.)

1. foster parent	4. elementary school	7. Federal
2. senile	5. middle class	
3. principal	6. integrated	

Homonyms:

Discuss the pairs of words below:

1. a) patients	2. a) principal
b) patience	b) principle

Spelling:

Analyze the way the following challenging words are spelled:

1. certain	3. patient	5. build
2. laugh	4. riot	6. enough

Phonics:

Read the words. Think of other words that sound this way. Notice how they're spelled:

style senile

Idioms and Expressions:

What do they mean?

1. "Take advantage": Give an example of your own using this expression.
2. "Clean": How is the word used here? What is the slang meaning of the word?

3. "Old-line family"
4. "Federal dollars"

Comprehension:

1. What kind of a nursing home did Mary get her foster mother into?
2. What were the other people in the nursing home like?
3. Why were some families in the town about to take the nursing home to court?
4. What is Mary's explanation of how she was able to get her foster mother into the home?

Discussion/Writing:

1. Have you ever been approached by someone "who would never have spoken" to you in a different situation?
2. What questions were raised for you as you read this story?
3. How do you think a person would "act poor" or "not act poor"?

Role-play Suggestions

1. Mary's foster mother deals with people who think they're better.
2. Mary's foster mother meets these people in the nursing home.
3. Mary gets her foster mother into the nursing home.

ANGOLA: THINGS HAVE CHANGED, Suggested Language Activities

Pre-reading: Find Angloa on the map. In what continent is this this country? What countries does it border? What else do you know about Angola?

Vocabulary:

A. Study the words below. How are the pairs of words across (a/b and c/d) and the pairs of words down (a/c and b/d) similar? How are they different?

a. Portugal	b. Angola
c. Portuguese	c. Angolan

B. Find root words for the words below. Discuss what each word means.

1. friendly	4. freedom	8. southern
2. finally	5. endanger	9. northern
3. revolution	6. easily	10. different
	7. wealthy	11. submissive

Phonics:

Break the words into syllables. Look at how each syllable is spelled. Make sure you know what each one means.

1. controlled	6. attitude	11. restaurant
2. supposed	7. happen	12. theater
3. allowed	8. insist	13. cemetary
4. fourteen	9. police	14. hospital
5. before	10. hotel	15. segregated

Verbs:

What is the present form of the verb FOUGHT? What other verbs have this spelling for the past form?

Comprehension:

1. For how many years did the Portuguese control Angola?
2. How did Angolans take back control of their country?
3. Why was walking on the sidewalk dangerous for Angolans?
4. Why were restaurants dangerous for Angolans?
5. Was the problem worse in the north or south in Angola? Why?

Discussion/Writing:

1. Did anything surprise you in this reading? What and why?
2. Compare the situation between Blacks and whites in Angola and in the U.S. How are the situations similar? How are they different? On what do you base your information?
3. What was the role of the police in Angola? How does that compare to the U.S., past and present?
4. Where in the reading is South Africa mentioned? What do you know about the attitudes of white South Africans?
5. Under what conditions do people act more submissive? Under what conditions do people act less submissive?
6. What do you think is the importance of reading and writing to a group of people?

T.V. AND AMERICA'S IMAGE ABROAD, Suggested Language Activities

Pre-reading: How do you feel about t.v.? What role does it play in your life? How does t.v. portray the way we live? How does t.v. portray the way we might like to live?

Phonics: 1. Brainstorm additions to these lists of words with the -age and -ege endings.

image college heritage

2. Identify the silent letters:

should night build

3. Look at the pairs of words. How are the words in each pair similar? How are they different?

because should

abroad good

4. Discuss similarities and differences between the words in these pairs:

about shoot

country good

5. Think of words that begin with "H" in which you hear the "H", as in HOUSE. Think of words that begin with "H" in which you do not hear the "H", as in HONEST.

Note: English speakers from outside the U.S. may pronounce the "H" differently.

Idioms and Expressions: Explore the difference between "CRAZY" and "CRAZY ABOUT." Also look at "MAD" and "MAD ABOUT," "WILD" and "WILD ABOUT."

Verbs: Use the following sentences for patterned drills in the present tense.

1. You see all these bandits with guns.
2. Everybody is crazy about Dynasty.
3. They see that you work eight hours a day.

Change the subject of each sentence ("YOU" "EVERYBODY" and "THEY") to other subject pronouns, such as I, SHE, HE, WE, etc.

Comprehension:

1. What does Daria Chymych think about t.v.?
2. How do you think our children are influenced by t.v.?
3. Do you agree or disagree with Daria's opinion that t.v. should teach us something? What do you think t.v. should be used for?
4. What is your answer to Daria's question "Why don't you see the honest, hard working Americans on t.v.?

WASTE, Suggested Language Activities

Pre-reading: What is your opinion about the extent to which things are wasted and thrown away in this country?

Homonyms: Discuss the similarities and differences in the following pairs of words. Make up sentences for each one (oral or written).

clothes	wrap	sure
close	rap	shore
passed	waste	
past	waist	

Verbs: A. Discuss active and passive verbs; write these as passive:

throw sew grow knew

Find other examples from the reading of verbs used in this way.

B. Write these verbs in the past tense. Find them in the reading:

break go

Spelling: Notice how these words are spelled. What is unusual about each one?

1. wrap 2. luxury 3. style 4. sew

Syllables: Divide the words:

1. pencil	3. gutter	5. suppose
2. crayon	4. discard	6. always

Idioms and Expressions: Discuss the expression "passed down." How is it used here? What are some of the expressions that describe clothes that are "passed down"? What else can be "passed down"?

Comprehension:

What does Daria Chymych seem to think about waste?
What examples does she give?

Discussion/Writing:

1. What did you find interesting about this reading?

2. In what ways does Daria Chymych think the U.S. differs from the country where she grew up? What might account for these differences?

Chapter 5

Making a Living

SEGREGATED WORK

When I was eighteen, I went to work in a tobacco field.
All the Black people worked out in the field.
The people who worked inside the building
were poor, hard-working, white women.

The sun drove me crazy. I hated it. It was so hot.
So one of the white women said to the boss,
"Why don't you let her work in here with us?
She can hand us the tobacco."
And she said to me, "You'll catch on fast.
You'll be able to do it." Real nice person.

One day that white woman got sick.
She was very upset about not being able to work.
I told her, "I'll do what you do.
I'll put the tobacco on the string and tie it up."
I already knew how much work she did everyday
to make a certain amount of money.
So I told her, "I'll do your work.
He'll never know that you are sitting down."

I was able to catch on real fast.
No Black person had ever done that work before.
But I just worked there long enough
to save my fare to come up North to Philadelphia.

from an interview
with Mary Cousar

SHARECROPPING

Blacks would take work on farms
to feed their families.
They would work for whites
who owned the land.
The Blacks did all the work
but they didn't get paid.
They just got paid some of the shares
of the profits that came from selling the crops.
They worked the land, but didn't own it.

The Blacks could eat the food they grew.
If they needed other things,
they went to the store.
The store was also owned by the white farmer.
Blacks paid for fertilizer and seed,
groceries and clothes.
The owner kept the tab.

The old Black people, at that time,
didn't write down what they owed.
They just bought what they needed.
At the end of the year, they had spent
more than the shares of profit they got.
So they were always in arrears.
They never got out of debt.

by Richard Canty
and Lula Goldsmith

ON YOUR OWN

In some parts of the world,
once you start working at a job,
you work there almost all your life.
You might progress, but not that much.
If you are a teacher,
then you will probably be a teacher
all your life.

Here, there is more opportunity and more change.
Here in America, everything is up to you.
That's why we stay together.
Because I am part of the Ukrainian community,
I expect other Ukrainians here
to help me get a job.

In Eastern Europe, your state takes care of you.
Eastern Europeans have a hard time adjusting
to life in the United States
because they expect work to be waiting for them.
They expect the government to pay them
and give them work.

But here you have to go and find work for yourself.
You have to go and apply and wait at the door.
It can be very humiliating.

from an interview
with Daria Chymych

ENOUGH

When I was a young woman in Europe, during the war,
I had two dresses and two blouses.
Everybody had the same thing
so we didn't want more.

We wore a blouse for about three or four days.
Then we washed it out and wore it again.
One for Sunday; one for work.
We had two pair of shoes.
One for summer; one for winter.
Everybody lived like that.

Even now, when people have more,
they don't wear a different outfit every day.
I was watching Johnny Carson recently
and someone mentioned that Mrs. Gorbachev
had stepped off an airplane wearing the same blouse
she had worn at a previous summit meeting.
The people on the show were shocked.
But in Eastern Europe, that would be natural.

In this country, you have to be all dressed up
to go to work. My first job here
was at a candy factory.
I worked there for fifty cents an hour.
When I saw the secretary, I thought,
"What is this movie star doing here at this factory?"

116

from an interview
with Daria Chymych

A TWO PAYCHECK FAMILY

In 1976 I worked as a security guard. I worked
from 11:30 p.m. until 7:30 a.m., for $2.00 an hour.
At that time, I didn't know how dangerous it was,
but I desperately needed the job.
Later I found a job as a welder at the shipyard.
I didn't know how to weld, but they trained me.

My wife was working as a nurse,
and she got a promotion.
So we were each bringing home $250 a week.
We were a two paycheck family.
Like many other Korean couples,
we lived on one paycheck and saved the other.

I didn't want to spend all my years at the shipyard
as a welder, at the bottom of the ship.
In the summer, it's a fireplace.
So, how can we get out?
We have to save the money.

This is a typical story.
In some couples, the husband works on an assembly line;
the wife is a sewing machine operator.
If they can save one paycheck,
in one month, they might save $1,000, in a year, $12,000.
In two or three years, they can start a business:
grocery store, fruit vendor, drycleaners, whatever.

from an interview
with Bo Lim

THE SECRET OF SUCCESS

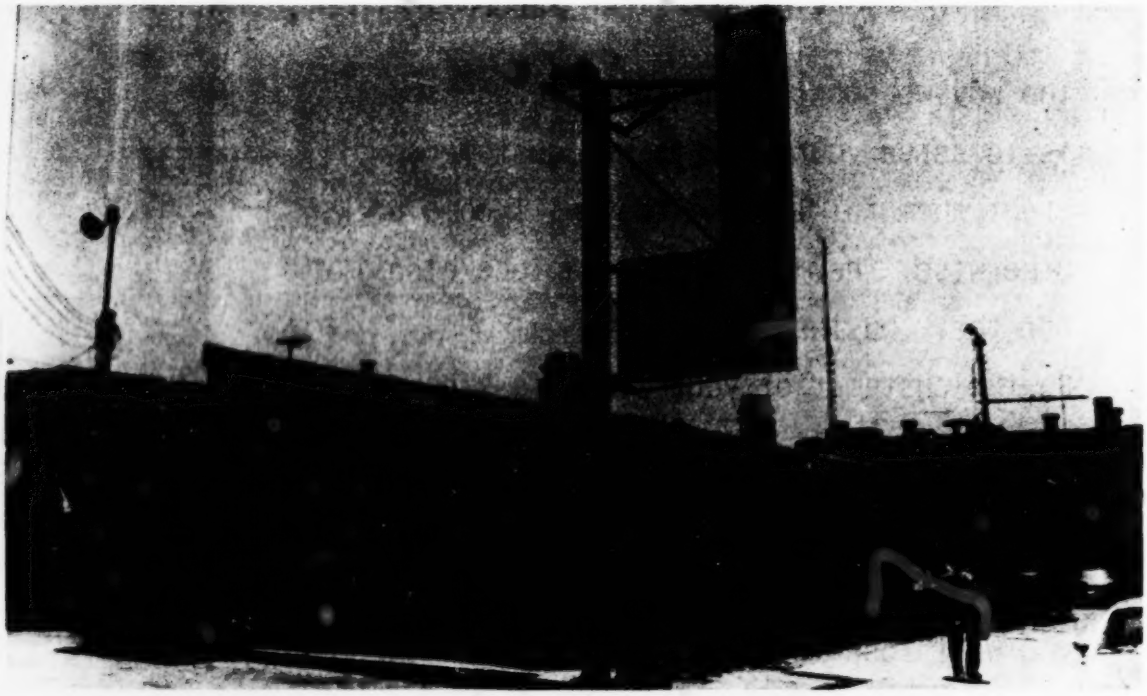
The way we see it, the secret of success
is to serve your clients and customers well.
Treat them fairly, and they will come back.
Otherwise, they might go someplace else
for their business.
So the customer at your store is king.

Whether he is Asian, European, or African,
it doesn't matter. The customer is your employer.
If he does not come back to your store,
you will lose your job.
So we are willing to stay open long hours;
from 7:00 a.m. until 10:00 p.m.

Also, the Korean family is very close.
The father is the head of the family.
If he needs other family members to work, they work.
The children help the parents after school.
They see with their own eyes how hard the parents work.
And for whom? For the children.

So we think that if you're honest,
willing to serve your customer,
and stay open long hours,
that's the secret of success.
It's really no secret.

from an interview
with Bo Lim



What types of businesses are pictured here? Have you ever talked to anyone in your neighborhood who runs a small business? If you did, what questions would you ask?

SEGREGATED WORK, Suggested Language Activities

Pre-reading: What does the title of this story mean to you ?
(Discuss/Write)

Phonics:

A. Analyze how the vowel sounds are spelled in each of the following words:

1. eighteen	4. tobacco	7. already
2. field	5. woman	8. certain
3. enough	6. women	9. amount

B. Break the words into syllables:

1. inside	3. able	5. upset
2. crazy	4. person	6. before

C. What other words rhyme with CATCH?

Homonyms: FARE/FAIR

How are the words similar? How are they different?
Which one is in the story? How is the word used ?

Idioms and Expressions: Locate the following expressions in the story.

1. DRIVE CRAZY 2. CATCH ON

What drives you crazy? Give an example of something you have caught on to.

Verbs:

1. Locate verbs used in the past. Group them according to which are regular (ed ending) and which are irregular.
2. Read the following sentence and identify the two verbs:
I told her, "I'll do your work."

a. Explain how a sentence can have one verb in the past and another in the future.
b. Think of a sentence (written or spoken) that has two verbs; one in the past and one in the future.

Comprehension:

1. Why was Mary able to work inside with the white women?
2. Why was Mary's coworker upset when she got sick?
3. What does it mean to do "piecework"? Have you or anyone you know ever worked piecework? How does it influence a person's life on the job?
4. Have you ever worked toward a specific goal the way Mary did?

Role-play suggestions:

1. The white woman helps Mary and gives her encouragement.
2. Mary offers to help the woman who is ill.
3. The boss finds out that Mary is working for the sick woman.

SHARECROPPING, Suggested Language Activities

Pre-reading: Have you ever heard of "sharecropping"? What do you think it means?

Vocabulary:

A. What does it mean?

1. profit
2. owe
3. arrears
4. debt

B. Think of 2 meanings for each word below:

1. store
2. tab
3. own

Phonics:

A. Read each nonsense syllable below. Then read the word that has this sound in it. Brainstorm other words that have the same sound.

1.	ar	farm	5.	ot	got	9.	ep	kept
2.	an	land	6.	en	went	10.	at	that
3.	id	did	7.	en	end	11.	ad	had
4.	et	get	8.	en	spent			

B. What do the words below have in common? Which 2 words rhyme? What other words would rhyme with each sound?

1. their 2. store 3. share 4. arrears

Spelling: Find the root words for each of the following. What happens to the spelling when the ending is added?

1. families 2. groceries 3. fertilizer

Homonyms: What is similar/different in each group of words?

a.	b.	c.
would	clothes	their
wood	close	there
		they're

Idioms and Expressions: What do the two expressions mean? Have you ever had to do either?

1. keep a tab 2. get out of debt

Verbs: The following verbs in the past are from the reading. Find the present form for each one. Can you find any other verbs in the past in this reading?

1. did	4. grew	7. paid
2. got	5. went	8. kept
3. came	6. was	9. were

Comprehension:

1. How were sharecroppers paid?
2. Why is it that they never got out of debt?

Discussion/Writing:

1. Are you familiar with any other situations in which people could become hopelessly in debt?
2. Do you know anyone who has ever been a sharecropper? If you could speak to this person, what 5 questions would you ask?
3. Do people still work the land "for shares"? How could you find out the answer to this question?

ON YOUR OWN, Suggested Language Activities

Pre-reading: Have your family or friends ever helped you get a job? Do you remember how you have felt going to apply for a job?

Vocabulary: Discuss the definitions for the following words:

progress opportunity humiliating

Phonics: 1. The word "LIVE" can be pronounced in two ways. Brainstorm other words that sound like the following:

give life

2. Usually a final -y sounds like ē. Sometimes it sounds like ĭ. Think of other words that follow each pattern:

probably apply

Idioms and Expressions: Discuss the expression: "It's up to you." Replace the word "you" with other people. Think of situations in which you might say this.

Comprehension:

1. What differences does Daria notice between the U.S. and some other parts of the world?

2. Why do some Eastern Europeans have a hard time adjusting to life in the U.S.?

Discussion/Writing:

1. How does Daria's view of opportunity in this country compare with your view?

2. Based on this excerpt, what do you know about the Ukrainian community? What can you imagine about this community?

3. Does this make you think of any of your own experiences looking for work?

ENOUGH, Suggested Language Activities

Pre-reading: What importance do clothes have in your life? Why?

Spelling: Change the following words from singular to plural. Find the words in the reading.

1. dress
2. blouse
3. day
4. shoe
5. woman
6. watch
7. cent
8. person

Phonics: Break the words into syllables; analyze the sound and spelling of each syllable.

1. summer
2. winter
3. again
4. outfit
5. recent
6. mention
7. summit
8. factory
9. secretary
10. candy

Vocabulary: What other words can you think of that end like:

previous natural fifty

Idioms: "All dressed up." What does it mean? When do you get "all dressed up"?

Comprehension:

1. At what time in history was Daria Chymych a young woman?
2. Why does Daria think that people didn't want more than they had when she was growing up?
3. What does she recall from the Johnny Carson Show?
4. What surprised Daria when she first went to work in this country?

Discussion/Writing:

1. What do you think is the difference between our "needs" and our "wants"?
2. What factors make us "want" more?
3. What do you think are some of the reasons that people "get dressed up"?
4. What is "enough" for you?

A TWO PAYCHECK FAMILY, Suggested Language Activities

Pre-reading: Discuss examples of long-term and short-term planning.

Vocabulary: Find the root words for:

1. security
2. dangerous
3. desperately
4. welder
5. promotion
6. assembly
7. operator
8. vendor

B. Replace the underlined word with another word that has the same meaning.

1. I desperately needed the job.
2. She got a promotion.
3. This is a typical story.

Compound Words: Find four. How do the smaller words help you understand the longer word?

Phonics: A. Look at these words: COUPLE FOUND
How are they the same? How are they different? Think of other "OU" words that make one of the sounds.

B. Why are the words below grouped as they are? Can you add words to each list?

month	promotion	job
money	so	operator
won		
other		

Comprehension:

1. When he was a security guard, how many hours did Bo Lim work each night? How much money would he have made for working 5 days?
2. How does Bo Lim explain how many Koreans have started small businesses like grocery stores and dry cleaners?

Discussion/Writing:

1. What questions does this reading raise for you?
2. In what ways have you made long-term plans in your own life?
3. What arguments can be made for sacrificing the present for the future?
4. What arguments can be made for not sacrificing the present for the future?

THE SECRET OF SUCCESS, Suggested Language Activities

Pre-reading: What does success mean to you? What achievements in your life do you think of as "success"?

Phonics:

1. Break the words into syllables: secret client open
   What do the first syllables of the words have in common?
   What other words follow this pattern?

2. Same as #1 for:

matter	success
member	employer
customer	after

3. Break the following words into syllables. Analyze the sounds/spelling pattern in each syllable. Look for similarities among the words.
   Asian European African Korean

Homonyms:

1. Find the word "HOURS" in the reading. Make up sentences using "HOURS" and "OURS."

2. Find the words "YOUR" and "YOU'RE" in the reading. Write a sentence using each.

Spelling: Find these words in the story: LOSE CLOSE
Look at the following groups of words. Learn how to spell them.
LOSE LOOSE CHOSE CHOOSE
What are the two ways of saying "CLOSE"?

Idioms and Expressions: "Lose your job"
What are some of the different meanings for "LOSE"?
What are some other expressions with "LOSE"?

Comprehension:

1. What are some aspects of the "secret of success" Bo Lim speaks of?
2. What does he mean by "The customer is king"?

Discussion/Writing:

1. What do you think is the significance of the Korean family structure as Bo Lim describes it? How do you think it makes a difference to the running of family businesses?
2. What do you think it's like to operate a small business?
3. If you were to interview someone in your neighborhood who operates a small business, what questions would you ask?

Chapter 6

Family & Community

EXTENDED FAMILIES

In Vietnam,
all members of the family
live together.
Same house.
My grandfather, my grandmother,
my mother, my father,
my daughter and my son
live together in the same house.
My grandfather is valued.
He can teach my son to study.

But in America,
I see many old people
live alone.
They don't have relatives
who take care of them.

from an interview with
Lam Vinh, Loi Van Nguyen,
Phan Trieu, and Do Kim Oanh

CHANGING ROLES OF WOMEN

In my country, the husband is the leader of the family.
He makes all the decisions.
Sometimes his wife or his children don't agree.
But when he decides, they must obey him.
If the wife disobeys her husband,
the neighbors will stare at her.
They will gossip about her and say terrible things.
They will point to her on the street.
Everyone in the neighborhood will know about it.

It is different for us now, living in this country.
We have been influenced by American culture.
Things have changed; in good ways and in bad ways.
If my boyfriend and I have to make a decision,
we talk about it.
I can discuss it with him and I can make decisions.
In my country, it's different.
We can discuss it, but, in the end,
the woman has to obey.

In this country, Vietnamese women have power.
They can make decisions about everything.
Some women change a lot when they realize this.
They become irresponsible.
They see how common divorce is in America.
So, if they want to divorce, they divorce.
They don't care. I think that's bad.
In my country, if a woman wants to divorce,
it's very difficult. What about her family -
the parents, the relatives?
I think divorce is bad for the whole family.
I think these women are not using their power
in the right way.

from an interview
with Do Kim Oanh

CHILDREN AND ADULTS

In 1967, most of Saigon City
was destroyed by war.
Large numbers of people died.
Many children lost their parents.
Some of these children had relatives
who would support them.

If they didn't have any relatives,
they would have to go to public child care.
Sometimes it was run by the government;
sometimes by the Church.
Some went to the Pagoda, the Buddhist temple.

In the tradition of my country,
children obey the father.
But a child who lives alone
has to make all the decisions.

That's what happened during the war.
So many children were left without parents.
They learned not to care what anybody thinks.
They lived by themselves.
They didn't need any help.
They could survive by themselves.
So the relationships changed
between children and adults.

from an interview
with Do Kim Oanh

I HAVE TO DECIDE FOR MYSELF

When I was a child and my father supported me,
I felt that I had to obey him.
I didn't know anything about the outside world.
He was the one who had experience.
Now I live in a different place from my father.
I have to decide what I can or cannot do.
I have to.

For example, he wanted me to study to be a teacher
like I was in Vietnam.
But he doesn't know anything about this country.
How can I teach when I can't speak English well?
I have to make a different choice.
I cannot obey him.

When I wrote this to my father,
he wrote back to me and said
maybe he is getting old.
He wasn't angry.
But he said that things change,
people change, and culture changes.
I have to follow the ways of the new culture.

But he did give me some advice.
He said that I should think hard
before I make any decisions.

from an interview
with Do Kim Oanh

WE PRACTICALLY RAISED OURSELVES

Daddy used to go to work early,
about 8:00 in the morning.
Then he'd come back late,
about 10:00 at night.
When pop came home,
he would just sit there and watch television.
If my sister hadn't cooked anything for him,
I would usually cook something for him.
When there was nothing else to watch on t.v.,
he would go to bed.

My mother worked every day.
She would come home in the afternoon.
I would often rub down
her feet, legs, and back.
She would make sure
there was food in the house
for me and my four sisters.
Then she would leave and wouldn't come back
until early in the morning,
when it was about time
for us to go to school.

So I guess you could say
that we practically raised ourselves.

by Joseph Ceasar

FAMILY LIFE

In America, you have a higher standard of living.
But you don't have family life.
The mother who works doesn't see her children.
She packs the children to school,
and then she comes home tired.
She doesn't know what to do first: feed the children,
do homework, or relax after her own work.
So, for this high standard of living,
I think family life suffers terribly.

When I was growing up in Eastern Europe,
the father worked, the mother didn't.
There was always an aunt, or some unmarried relative
in the house, because any unmarried adult would live
with the family of a brother or sister.
And elder parents stayed with the families
of their children. We would never have imagined
that parents would not live with their children.

For us, the parents would live with the oldest son.
His wife, the daughter-in-law, was expected
to take care of her husband's parents.
Everyone would always complain about her.
She was in a terrible position.
The mother-in-law had the final word
about everything in the house. Everything.

from an interview
with Daria Chymych

COMMUNITY LIFE

In the Ukrainian community, we share everything.
If I need a job and ask my friend for help,
I am very offended if she soesn't say,
"You can come work with me at my job."
We think it's an obligation to help each other.

Our children are different.
They accept the American way of living.
They think that friends
don't make a big difference.

In American schools, the students in the class
change every semester. When I was in school,
I was with my friends for eight years--
in the same class, in the same room.
I still have a lot of friends
that I know from high school.

We have friends throughout our whole lives.
I help my friend, and I expect her
to help me. We are like one family
because we stick together.
In our community, one friend will die for another.

from an interview
with Daria Chymych

IT'S INSIDE ME: I WILL SAVE

Our parents saved for us.
They saved everything they had; land, houses.
To own a house, a family would have to work
for two generations.
They saved linen, silver, and embroidery
for their daughters' dowries.
Then the war came and we lost everything.

But that doesn't mean that I will not save
because a war will come;
or, as some people say, the atom bomb
might explode and destroy everything.
It's inside me: I will save.

It is important to me that we own our house.
It's ours.
The Ukrainian Bank
has helped many of us buy our homes.
We have lived in our house
for about thirty years.

We feel bound to our place.
Even if I were able to exchange my house
for a larger, more beautiful house,
I would not want to change.
I'm used to my place.
Our surroundings are a part of us.

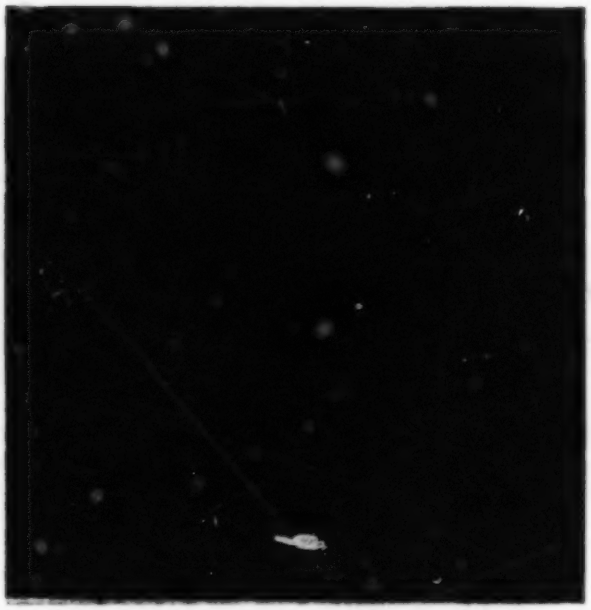
from an interview
with Daria Chymych

TEN SPOONFULS EQUALS ONE CUP

We have a credit union for Koreans.
Some of the successful people
are willing to loan their money to other people.
But, basically, I think this is the case:
It's a small community. We trust each other.
In this country, there are so many papers to sign.
But we do not need a lot of documentation.
We sign a contract. But, more importantly,
we respect the verbal agreement.
I expect the borrower to pay back the money.
It is our faith. If not, we won't do business anymore.

We have a very famous teaching in Korea:
"Ten spoonfuls equals one cup."
Ten people can help one person very easily.
Suppose, for example, you are hungry.
I have a cup of rice to eat. I cannot give you
my entire cup. But if I give one spoonful to you,
and if ten people do that,
then you will have a whole cup of rice.
That's the way we help each other.
If someone comes to me and says, "I need $5,000,"
I can't help him. But if he calls ten friends
and asks each one for $500,
together we can help him.

from an interview
with Bo Lim



The Ukrainian Savings and Loan Association, founded in 1918.

" . . . promoting thrift and home ownership among our people."

As of 1978, about 75 million dollars worth of property is owned with help from the Ukrainian S & L Association.

Civic organizations, as well as families, have been able to have their "own homes."*

Daria Chymych, in the backyard of her home in the Germantown section of Philadelphia.

"The Ukrainian Bank is part of the community. I support our bank by putting my money there. Then, when I go to the bank, I expect that they will give me a loan when I need it. It helps keep our community together."

*from the 1978 Bulletin commemorating the 60th anniversary or the Ukrainian Savings and Loan Association in Philadelphia, p. 12.

EXTENDED FAMILIES, Suggested Language Activities

Pre-reading: What is an extended family?

Spelling: Spell the words for all the family members mentioned (i.e. mother, father, etc.).

Vocabulary: Find the root words for: valued and relatives
Make other, related words by adding or changing prefixes and suffixes.

Phonics: Name some other words that follow this spelling/sound pattern:

same take

Idioms and Expressions: What is similar and what is different about how the expression "take care" is used in the following:

A. He takes care of his mother.
B. Good-bye. Take care!

Sentence Structure: Use these sentences for patterned drills in the present tense. For each, change the subject to practice subject-verb agreement.

i.e. My grandfather is valued.
My grandparents are valued.

I see many old people live alone.
We see many old people live alone.

Comprehension: (Brainstorm) What is the main idea of this reading?

Discussion:

1. How are the elderly treated differently in different cultures?
2. What are some of the advantages to having grandchildren grow up with their grandparents?
3. What are some of the disadvantages?
4. Who in your family would be most pleased to live in this kind of arrangement? Who would be least pleased?

CHANGING ROLES OF WOMEN, Suggested Language Activities

Pre-reading: In your experience, in your family and community, have the roles of women changed? Discuss the change or lack of change.

Vocabulary: 1. How are each of the following pairs of words related to each other? How are they similar in their meaning?

decide - decision	real - realize
neighbor - neighborhood	obey - disobey
lead - leader	responsible - irresponsible
agree - agreement	relate - relative
discuss - discussion	

2. What does it mean to gossip? What do your neighbors gossip about?

Spelling/Phonics: Compare these three words. How are they the same? How are they different?

horse divorce of course

Comprehension:

1. How is life different for Vietnamese women in America?

2. Why does Oanh think divorce is bad?

Discussion/Writing:

1. Do Kim Oanh says, "In my country, the husband is the leader of the family. He makes all the decisions." How does that compare with the role husbands play in the country you come from or the community where you live?

2. How do you feel about Do Kim Oanh's view of divorce? Why?

3. Do Kim Oanh talks about how American culture has influenced Vietnamese women who have come here. Have you or someone you know been influenced by American culture? How?

4. Do you feel that you have some degree of power in your life? How do you use it?

Role-play Suggestions:

1. Women gossiping about a bad woman in the neighborhood.

2. A couple disagrees, the woman obeys.

3. A couple disagrees, the woman doesn't obey.

4. A woman explains to her friend why she has decided to leave her family.

CHILDREN AND ADULTS and I HAVE TO DECIDE FOR MYSELF
Suggested Language Activities

Pre-reading: Brainstorm key words that describe relationships between children and adults. Discuss changes you notice in the way children are raised today from how they were raised in the past.

Phonics: 1. What do these words have in common:
obey they
2. What sound does the "a" make in each of the following?
was tradition relative
a alone Pagoda
3. What does the "a" sound like in the words "any" and "many"?
4. What words rhyme with each of the following?
care war
5. What do these words have in common? Add to the list:
people uncle Temple

Vocabulary: Add or change endings to these words to make words you see in the readings:

1. destroy	4. decide	7. teach
2. relate	5. child	8. differ
3. govern	6. change	9. anger

Idioms and Expressions: What does Oanh mean by "think hard"? What do the following mean?
work hard study hard

Syllables: Break the words into syllables. Look at the first syllable in each word. Which end in vowels? Which end in consonants?

1. destroy	4. support	7. decide	10. follow
2. number	5. public	8. happen	11. culture
3. relate	6. obey	9. survive	

Comprehension/Discussion/Writing:
1. What does Oanh say happened in Saigon in 1967?
What do you know about the war?
How could you find out more about it?
2. According to Oanh, what happened to the children who lost their parents?
Do you know of any children who live apart from their parents?
What is their situation?
3. What is the traditional role of children in Vietnamese culture?
How do you think it has changed?
4. How have relationships between adults and children changed in your family, neighborhood or culture?
5. Do you remember the first time you were on your own? What were some of the advantages and some of the disadvantages?

WE PRACTICALLY RAISED OURSELVES, Suggested Language Activities

Pre-reading: Do you know any persons who have "practically raised themselves"? What does this mean to you?

Phonics:

A. How are the words below similar? How are they different?
   1. watch 2. catch

B. Analyze the words below. How are they similar and different?
   1. came 2. time 3. home
   What other words in this reading have long vowel sounds?

C. Read the nonsense syllables out loud a few times. Then match the nonsense syllables with the words below that contain them. For example: ac - back

1. sounds - ac eg is un
   it es af ic
   im en el
   ed op ev

2. words - back guess afternoon
   sit when else
   him then every
   bed pop until
   leg sister practical

D. Break the words into syllables. Notice the sound and spelling in each syllable.
   1. television 3. nothing 5. sisters
   2. about 4. afternoon 6. morning
   7. until

Compound Words: Find three.

Spelling: What makes each of the following a challenging spelling word?

1. early 4. every 7. guess
2. there 5. often 8. usual
3. else 6. sure 9. four
   10. practically

Contractions: Find each of the contractions below in the reading. What does each one stand for? Write a sentence using each one.
   1. he'd 2. hadn't 3. wouldn't

Idioms and Expressions: How are each of the expressions below used in the reading? What other words or expressions have similar meanings to each?
   1. PRACTICALLY 2. RUB DOWN

Sentence Structure: First talk about, then write about things that you would do or would happen in your family when you were a child.

Comprehension: Explain why Joseph says that he and his sisters "practically raised ourselves."

Discussion/Writing:

1. What do you think contributes to the difficulties parents sometimes have raising children? (Brainstorm)
2. How do you think children are affected when they have too much responsibility at an early age?
3. What do you think can be done to help parents in raising their children?

FAMILY LIFE, Suggested Language Activities

Pre-reading: What do you think "family life" is?
What do you consider to be your "family"?
What is your "family life"?

Vocabulary: Add prefixes and suffixes to the word to make a new word:

1. tire + ed
2. terrible + ly
3. marry + un + ed
4. relate + ive
5. old + est
6. east + ern
7. family + es

Phonics: A. Divide the words into syllables. Analyze the sound and spelling in each syllable.

1. standard
2. relax
3. suffer
4. always
5. parent
6. imagine
7. husband
8. complain
9. expect
10. position

Apostrophes: A. Find the following words in the reading:
don't doesn't didn't
Make up your own sentences using these words.

B. How is the apostrophe (') used in the phrase "her husband's parents"?

Brainstorm other examples of the possessive.

Idioms: Discuss the various "in-laws" one can have. Do you have any?

Comprehension:

1. Why does Daria Chymych think that family life suffers in this country?

2. Which family members lived together when Daria was growing up?

3. What was the daughter-in-law's position in the family?

Discussion:

1. How does family life in the U.S. compare with family life in eastern Europe when Daria Chymych was growing up? What might account for these differences?

2. What do you think of Daria Chymych's statement that there is no family life in America?

3. What in this reading is most like your own experience? What is most unlike your experience?

COMMUNITY LIFE, Suggested Language Activities

Pre-reading: What does "community life" mean to you?

Vocabulary:

A. Find each word in the reading. What do you think it means?

1. offended 2. obligation 3. semester

B. For each of the following words, add or change endings or beginning to make related words:

1. community 4. expect 7. offered
2. different 5. accept 8. obligated
3. American 6. friends

Phonics:

A. Read the nonsense syllables over a few times, then study the spelling of the words.

1. ob ex ac em as ec ep es
   el if at an en il
2. job expect class
   ask different that
   help accept still
   can semester

B. Identify the challenging spelling patterns:

1. through 3. high
2. whole 4. eight

C. What is similar about the C's in the following words?

accept success accident

Idioms and Expressions:

Identify at least two meanings for the expression "stick together". How is it used in this reading?

Comprehension:

1. How does Daria describe friendships in her community?
2. How does she think that her children are different?

Discussion/Writing:

1. What are friendships like in your community?
2. How do you and your friends help each other?
3. Do you agree with Daria's view of "the American way of living"? Explain.

IT'S INSIDE ME: I WILL SAVE, Suggested Language Activities

Pre-reading: Was anything in your family saved and passed down to you? Are you saving anything to pass down to your children?

Vocabulary: A) What do the words mean?
1. generation 3. embroidery 5. surroundings
2. linen 4. dowry
B) Find the root words for:
1. Ukrainian 2. beautiful

Phonics:
A) What do the following words have in common? Read the words. Add to the list.
1. house 3. about 5. surroundings
2. ours 4. bound
How about "dowry"?
B) What sound do these words have in common? What letters make the sound? Think of other examples for each letter combination.
embroider destroy
C) Break the words into syllables. Pronounce the words. Make sure you know what each word means.
1. generation 4. destroy 7. exchange
2. linen 5. important 8. surroundings
3. explode 6. thirty

Writing sentences: Use the model sentence: "We own our house. It's ours." Write some sentences about things you, he, she, or they own.

Idioms and expressions: What does Daria mean when she says, "I'm used to my place"? What are you "used to" that you would not want to change? What is another meaning for "used to"?

Comprehension:
1. What kinds of things does Daria say that her parents' generation saved for their children when she was growing up in Eastern Europe?
2. Why do some people say that people shouldn't save?
3. What helped Daria's family buy their home?
4. How does she feel about her house?

Discussion:
1. How do you feel about your house? Have you ever moved? How did moving make you feel?
2. What do you think about Daria's statement, "Our surroundings are a part of us"?
3. What is your opinion about saving?
4. What kinds of traditions or beliefs have been passed down in your family?

TEN SPOONFULS EQUALS ONE CUP, Suggested Language Activities

Pre-reading: How do people in your community help each other? (discussion/free writing)

Phonics:

A. What other words can you think of that end in "-ct"?

Break these words into syllables.
contract, respect and expect

B. What other words can you think of that rhyme with entire?

Vocabulary: Find the root words for:

1. successful
2. basically
3. spoonful
4. documentation
5. importantly
6. famous
7. agreement
8. easily
9. borrower

Idioms and Expressions: What is a "verbal agreement"?
What other kinds of agreements are there?

Spelling: You may want to learn how to spell these challenging words:

1. community
2. country
3. people
4. equals
5. whole
6. sign
7. friend

Comprehension:

1. What is the most important aspect of the agreements made between Korean businessmen?
2. According to the Korean saying, how can people help each other?

Discussion/Writing:

1. What is a credit union?

   How do they operate?
   How can you join one?
   How can you start one?

2. Have you had any experiences with official papers such as contracts and other types of documentation?
   What do you remember about the experience?
   How did you feel about it?
3. Have you ever done business by making a verbal agreement?
   What was the outcome?
4. Have you ever asked for help?
   Have you ever given help? How do each of these positions make you feel?

Appendix I.

A NOTE ON SPONSORSHIP

Both immigrants and refugees need to be sponsored in order to enter the United States. But sponsors for those of immigrant status and sponsors for those of refugee status have very different financial responsibilities. A sponsor for an immigrant needs to complete an affidavit of support and disclose all financial holdings. This sponsor assumes responsibility that the new immigrant does not become a "burden" on the government has already, by definition, assumed a burden of responsibility to, at least initially, help refugees get on their feet.

For refugees, sponsorship is the responsibility of one of 13 national voluntary agencies (VOLAGS). These volags are often, but not always, national church organizations. They are required to support each refugee completely for one month and are expected to familiarize the refugee with education, job-training, employment, health, welfare and other relevant agencies.

According to Tom Riddle and Fred Ligan, authors of Writing Back; "Sponsorship is more informal than contractual. There is not much a sponsor must do. Some may do more than is required. Others may do the minimum.

"Each national volag office is given a one-time-only grant of a few hundred dollars for every refugee it agrees to resettle. It can spend that money in any way it wants. Individual sponsors get very little, if any, money from the volag or anyone else.

"Volags do agree to provide certain uniform services to refugees. But the way they go about providing those services varies greatly with each local voluntary agency office."

For more information and further references about refugee resettlement, a very thorough report is available through Philadelphia Commission on Human Relations, 601 City Hall Annex, Phila. Pa. 19107, (215) 686-4670.

The report is from, Asians and their Neighbors: A Public Investigatory Hearing, October 27, 29, November 1 & 5, 1984.

Appendix II. "The Japanese in California"

The following is excerpted from "The Japanese in California" by Donald Pike and Roger Olmsted. Source: Executive Order 9066 published by the California Historical Society, 1972, pp. 15-23.

"In the spring of 1942 the government of the United States began the removal and internment of 110,000 of its residents, two-thirds of them native-born Americans. The "relocation," as it was called, applied to all citizens and resident aliens of Japanese ancestry. These citizens and residents were not individually charged--rather they were collectively ordered to report for internment. . . .

"Though Japanese did not begin coming to the United States in significant numbers until after 1890, Professor Roger Daniels has noted that 'the anti-Japanese movement was in many ways merely a continuation of the long-standing agitation against the Chinese which began in the early 1850's' Chinese had come to California with the Gold Rush, and reaction against them and other conspicuous foreigners followed quickly. There was gold enough for everybody fortunate enough to be on the ground in 1848, but by 1850 there was no elbow room left in the placers and Americans, perhaps naturally, turned to the notion that the gold in American soil (however recently Americanized) was for Americans. In particular, the success of skilled Mexican miners and industrious Chinese seemed an infringement upon the fruits of Minifest Destiny. . . .

"A second wave of Chinese immigration came in the 1860's with the construction of the Central Pacific Railroad. The desperate need for a huge body of unskilled labor momentarily quieted much of the most outspoken anti-Chinese sentiment--only to cause its revival with redoubled vigor when construction ended and 15,000 Chinese were thrown into more direct competition with whites. The nationwide depression of the mid-1870's was seen by the workingmen of California in the light of a local condition caused by 'coolie labor.' . . .

"Thus, a set of anti-Oriental prejudices and responses developed against the Chinese and greeted the Japanese in America. Though Japan had been opened to the world by Commodore Perry in 1854, the Emperor had not permitted his subjects to emigrate to foreign lands until 1884, when unskilled laborers were allowed to leave to work in the Hawaiian sugar fields. Many of the laborers transshipped to the United States: by 1890 there were 2,000 on the mainland; by 1900 there were 25,000. . . .

"When the Chinese Exclusion Act came up for its second renewal in 1902, rallies and speeches urged exclusion of the Japanese as well. Supporters of every stripe shared a rude awakening, however, when the Japanese counter-demonstrated, arguing that they were the equals of Americans. In a half-century of abuse the Chinese had never done anything like that. This self-assertive response was not forgotten, and came to serve anti-Japanese forces as yet another example of the Japanese 'threat.'. . .

"The Japanese, restricted from working in the cities by strong labor union agitation, gravitated to agricultural labor. They worked in the rice districts of Glenn, Colusa, and Butte Counties, the Delta region, the orchards and vineyards of Fresno and Tulare Counties. Their thrift and industry brought several hundred thousand acres into their proprietorship--and earned them the competitive enmity and fear of many of their American neighbors. The alarm caused by their success was most dramatically registered in the Alien Land Law of 1913. . . .

"From 1913 to 1919 anti-Japanese legislation subsided with Japan's entrance into World War I on the side of the Allies, but following 1920 it became apparent that California's anti-Orientalism was rather generally accepted in the nation as a whole. Strong fears of growing Japanese military prowess in the Pacific were fanned by consistent 'yellow peril' warnings from California and in 1924 it finally became possible to pass into law an immigration act which specifically excluded Japanese. . . .

"No facilities for detaining the evacuees existed when the order to relocate was given, and the first centers at Manaznar, California, and Poston, Arizona, were army reception centers hastily transferred to the War Relocation Authority. These camps began receiving Japanese Americans late in March of 1942, in most cases before they were entirely completed-and often when completed they were inadequate in size, sanitation, and protection from the elements for even minimum standards of human comfort. The centers at Tule Lake, California; Gila River, Arizona; Topaz, Utah; Minidoka, Idaho; Granada, Colorado; Jerome, Arkansas; and Heart Mountain, Wyoming, were in some of the most God-forsaken regions in this country, and despite almost herculean efforts by the WRA's director, Dillon Myer, the evacuees suffered from freezing winters and blistering summers.

"The Japanese Americans also suffered almost incalculable economics losses as a result of relocation. Forced to settle their affairs in a matter of days or weeks between notification and actual evacuation, they fell victim to financial opportunist who bought their property and possessions at prices far below market value. The real and personal property not immediately sold was either stored or left in the hands of trustees, where it was often stolen, vandalized, or sold through legal chicanery for next to nothing. The government began escheatment proceedings against the farmland of many evacuees, who could not adequately fight back from their distant relocation centers. Ultimately the government paid $38,474,140 in property claims to Japanese Americans. This figure is generally conceded to be less than 10% of the actual value of their property, which was estimated in 1942 by the Federal Reserve Bank of San Francisco to total $400,000. But figures are largely meaningless, because it is impossible to evaluate the wages, income, interest, and appreciation that the evacuees lost during their incarceration.

"Even as the internees lived behind barbed wire, an ironic footnote was being written by young Japanese American men in Europe and the Pacific. Japanese American soldiers served hazardous duty with specialized units like Merrill's Marauders, while others, serving as interpreters, provided probably the most important link in American Intelligence. The 442nd Combat Team, an all-Japanese American unit fighting in Italy and France,

emerged with more casualties and more decorations than any other unit of comparable size and length of service in the Army's history. In all, more than 25,000 Japanese Americans served-and many died-in the armed forces, during the war.

"But the tragedy of the relocation was more than squalid internment camps, lost property, and sons dead and maimed. Japanese Americans suffered the psychological stress of confinement, the embarrassment and humiliation of being regarded as traitors to their country, and the inescapable fear that their ancestry rather than their actions would always determine how they would be treated. The relocation confronted other Americans with the fact that they had paid only lip service to a cherished tradition of equality and constitutional protection-and left them with a shame that no amount of rationalization or studied indifference could diminish."

Appendix III.

COURT OVERTURNS A WAR CONVICTION

Ruling for Japanese-American Praised by Those Wanting U.S. to Admit Injustice

Special to The New York Times

SAN FRANCISCO, Nov. 10 — A Federal judge today overturned the 1942 conviction of a man whose arrest for refusing to obey wartime evacuation orders led to a Supreme Court ruling upholding the legality of the internment of more than 100,000 Japanese-Americans.

The ruling was hailed as "a total victory" by lawyers who have been working to seek judicial recognition that the evacuation and internments were unjust and illegal.

Fred T. Korematsu was convicted of violating military orders made possible after President Roosevelt signed an executive order two and a half months after the Japanese attack on Pearl Harbor on Dec. 7, 1941. The President's action empowered the military to designate areas from which people who might commit acts of sabotage could be excluded. The Supreme Court upheld the constitutionality of the evacuation program in Mr. Korematsu's case in 1944.

The new ruling came in response to petitions filed in January on behalf of three men of Japanese ancestry who were convicted of violations of the military orders. Petitions were filed on behalf of Gordon Hirabayashi and Minoru Yasui in addition to Mr. Korematsu..

False Evidence Cited

In their petitions, the three asked that their convictions be overturned on the basis of on documents they argued showed that Government officials knowingly presented false evidence of the existence of a "military necessity" to win the Supreme Court's approval of the evacuation order. The documents were released under the Freedom of Information Act.

In October, the Department of Justice filed a brief motion in Mr. Korematsu's case agreeing that the conviction should be set aside as "an unfortunate episode in our nation's history" but did not respond to the charges in the petition.

In her ruling today, Federal District Judge Marilyn H. Patel attacked the Government's response to the charges, calling it "tantamount to a confession of error."

Mr. Korematsu, now 63 years old, was working in the shipyards in the San Francisco area when he was jailed for failure to report for relocation. He was later sentenced to five years' probation.

Mr. Hirabayashi, now a 65-year-old professor of sociology at the University of Alberta, Canada, served two years in prison after his arrest in Seattle for violating the curfew imposed on Japanese-Americans and for failing to report for evacuation.

Mr. Yasui, now 68, spent nine months in solitary confinement after being arrested in Portland where he worked as an attorney, for curfew violation.

The disposition of Mr. Hirabayashi's and Mr. Yasui's cases is expected to be determined next month in the Federal courts for their jurisdictions.

In granting Mr. Korematsu's petition, the judge said, "The very nature of this conviction is an injury to a citizen because it says he is disloyal." At the time the Government argued the case to the Supreme Court, it had information available showing that the claim of a military necessity for the evacuation, that Japanese-Americans were disloyal as a group and had a potential for sabotage and espionage, was not true, she said.

At a crowded news conference after the ruling, Mr. Korematsu said, "I had to do some deep thinking to reopen this case again and I'm certainly glad I did."

The New York Times, 1983

Appendix IV. The following resources and materials are recommended for adult educators working with levels 0-4.

Making Sense by Wendy Luttrell, Ph.D., a remarkable curriculum manual which deals with learning-related issues for adult basic readers; containing important theoretic analysis as well as practical teaching materials. Available from the Coordinator of ABE and Continuing Education Services, North Carolina State Department of Community Colleges, 116 W. Edenton St., Raleigh, N.C., 27603-1712, (919) 733-4791.

The Ladder, a bimonthly publication from PLAN (Push Literacy Action Now); containing valuable information about what's happening in the field of literacy, suggestions for innovative classroom approaches and reading materials. Write to PLAN, 1332 G Street. SE, Washington, D.C. 20003. Subscription rate: $10.00/yr.

Those interested in more information about Writing Back can contact Connie Woodberry, World Education, Inc. 210 Lincoln St., Boston, MA, 02111 or Lois Purdham, The Experiment in International Living, Kipling Rd., Brattleboro, VT 05301.

Published Materials

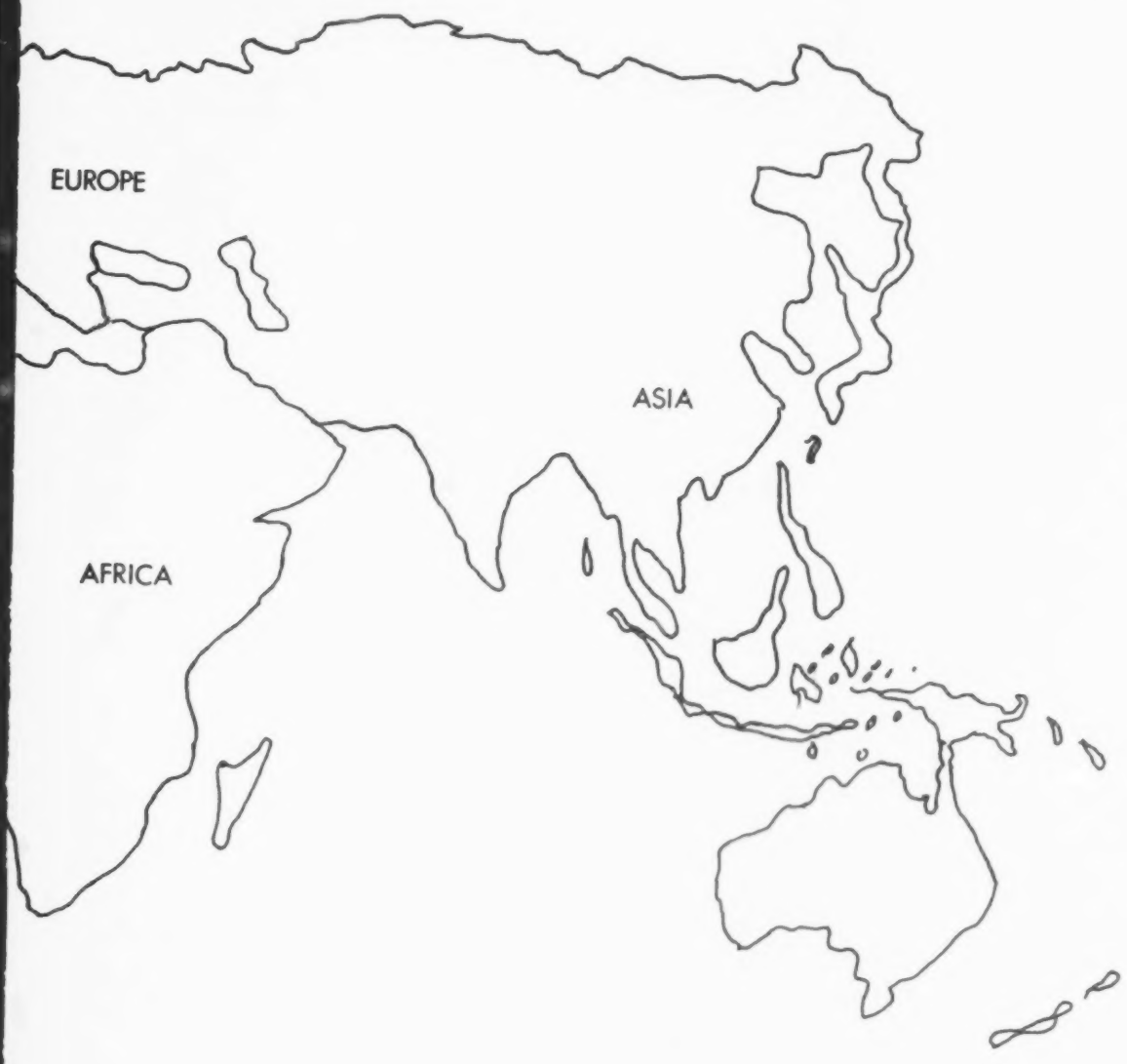
Tana Reiff's So Long Snowman and The Family from Vietnam, Pitman Press. Anita Jackson's Specter Series, Pitman Press.

Time for a Change and A Light in the Dark, Cambridge Book Company. The Sundown Series, New Readers Press. People, Messages, Coping, Cultures Series, Scott, Foresman.

The Civil Rights Digest is published quarterly by the U.S. Commission on Civil Rights, 1121 Vermont Avenue, NW, room 700, Washington, D.C. 20425

Tell Me About It is available through AdvancE Pennsylvania Department of Education Resource Center, 333 Market St., Harrisburg, PA 17126-0333, (800) 992-2283, and ACBE, the Association for Community-Based Education, 1806 Vernon St. NW, Washington, D.C. 20009, (202) 462-6333, which has information on resources for alternative curriculum materials produced by community-based organizations.

THE WORLD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